

James Madison University

JMU Scholarly Commons

[All Bulletins](#)

[Bulletins](#)

5-1-1915

Normal Bulletin, May, 1915

State Normal School for Women at Harrisonburg (Harrisonburg, Va.)

Follow this and additional works at: <https://commons.lib.jmu.edu/allbulletins>

Recommended Citation

Normal Bulletin, May, 1915 , VII, 3, Harrisonburg, (Va.): State Normal School for Women at Harrisonburg.

This Article is brought to you for free and open access by the Bulletins at JMU Scholarly Commons. It has been accepted for inclusion in All Bulletins by an authorized administrator of JMU Scholarly Commons. For more information, please contact dc_admin@jmu.edu.

Vol. VII, No. 3

May, 1915

The Normal Bulletin



State Normal School

HARRISONBURG, VIRGINIA

CATALOGUE AND ANNOUNCEMENT

1915

Vol. VII, No. 3

May, 1915

THE NORMAL BULLETIN

State Normal School for Women

HARRISONBURG, VIRGINIA



*"That our daughters may be as corner-stones, polished after the
immitude of a palace."*

Seventh Year Begins September, 22, 1915

THE NORMAL BULLETIN

Published by the State Normal School for Women, at Harrisonburg, Virginia.
Issued four times a year. Entered as second-class matter March 2, 1909, at the
post-office at Harrisonburg, Virginia, under the Act of July 16, 1894.

CALENDAR FOR 1915-1916

| 1915 | | | | | | | | | | | | | 1916 | | | | | | | | | | | | |
|-----------|----|----|----|----|----|----|----------|----|----|----|----|----|-----------|----|----|----|----|----|----|------|--|--|--|--|--|
| July | | | | | | | | | | | | | January | | | | | | | July | | | | | |
| S | M | T | W | T | F | S | S | M | T | W | T | F | S | S | M | T | W | T | F | S | | | | | |
| .. | .. | .. | .. | 1 | 2 | 3 | .. | .. | .. | .. | .. | .. | 1 | .. | .. | .. | .. | .. | .. | 1 | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | | | | | |
| .. | .. | .. | .. | .. | .. | .. | 30 | 31 | .. | .. | .. | .. | .. | 30 | 31 | .. | .. | .. | .. | .. | | | | | |
| August | | | | | | | February | | | | | | August | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | .. | .. | 1 | 2 | 3 | 4 | 5 | .. | .. | 1 | 2 | 3 | 4 | 5 | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | | | | | |
| 29 | 30 | 31 | .. | .. | .. | .. | 27 | 28 | 29 | .. | .. | .. | .. | 27 | 28 | 29 | 30 | 31 | .. | .. | | | | | |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | | | | |
| September | | | | | | | March | | | | | | September | | | | | | | | | | | | |
| .. | .. | .. | 1 | 2 | 3 | 4 | .. | .. | .. | 1 | 2 | 3 | 4 | .. | .. | .. | .. | 1 | 2 | .. | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | |
| 26 | 27 | 28 | 29 | 30 | .. | .. | 26 | 27 | 28 | 29 | 30 | 31 | .. | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | | | | |
| October | | | | | | | April | | | | | | October | | | | | | | | | | | | |
| .. | .. | .. | .. | .. | 1 | 2 | .. | .. | .. | .. | .. | 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | .. | | | | | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | | | | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | | | | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 29 | 30 | 31 | .. | .. | .. | .. | | | | | |
| 31 | .. | .. | .. | .. | .. | .. | 30 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | | | | |
| November | | | | | | | May | | | | | | November | | | | | | | | | | | | |
| .. | 1 | 2 | 3 | 4 | 5 | 6 | .. | 1 | 2 | 3 | 4 | 5 | 6 | .. | .. | .. | 1 | 2 | 3 | 4 | | | | | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | | | | | |
| 28 | 29 | 30 | .. | .. | .. | .. | 28 | 29 | 30 | 31 | .. | .. | .. | 26 | 27 | 28 | 29 | 30 | .. | .. | | | | | |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | | | | | |
| December | | | | | | | June | | | | | | December | | | | | | | | | | | | |
| .. | .. | .. | 1 | 2 | 3 | 4 | .. | .. | .. | 1 | 2 | 3 | .. | .. | .. | .. | 1 | 2 | .. | .. | | | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | |
| 26 | 27 | 28 | 29 | 30 | 31 | .. | 25 | 26 | 27 | 28 | 29 | 30 | .. | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 31 | .. | .. | .. | .. | .. | .. | | | | | |

SEE INDEX ON LAST PAGES

ACADEMIC CALENDAR FOR THE SESSION 1915-1916

1915. September 22, Wednesday—Fall Quarter, Seventh Year, begins. Registration of students.
September 23, Thursday—Organization of classes.
November 25, Thursday—Thanksgiving Day, Holiday.
December 22, Wednesday, 5 p. m.—Fall Quarter ends.
1916. January 4, Tuesday—Winter Quarter begins.
March 17, Friday—Winter Quarter ends.
March 20, Monday—Spring Quarter begins.
April 21, Friday—Good Friday, Holiday.
June 4, Sunday—Commencement Sermon, Y. W. C. A. Service.
June 5, Monday—Field Day Exercises, Annual Exhibit of Class-work, Annual Meeting of Alumnae Association, President's Reception to Students.
June 6, Tuesday—Commencement Day, Class Day Exercises, Final Exercises. Spring Quarter ends.
June 12, Monday—First Term, Summer Quarter, begins.
July 21, Friday—First Term, Summer Quarter, ends.
July 24, Monday—Second Term, Summer Quarter begins.
August 30, Wednesday—Second Term, Summer Quarter, ends.
September 26, Tuesday—Fall Quarter, Eighth Year, begins.

VIRGINIA NORMAL SCHOOL BOARD

| | |
|---|--|
| HON. RICHARD B. DAVIS..... | <i>Petersburg</i> |
| MR. W. WAYT KING..... | <i>Staunton</i> |
| MR. OTHO F. MEARS.... | <i>Eastville, Northampton County</i> |
| HON. MERRITT T. COOKE..... | <i>Norfolk</i> |
| MR. W. CLYDE LOCKER..... | <i>Richmond</i> |
| MR. OSCAR L. SHEWMAKE..... | <i>Surry, Surry County</i> |
| MR. GEORGE B. RUSSELL, | <i>Drakes Branch, Charlotte County</i> |
| MR. DAVID D. HULL..... | <i>Roanoke</i> |
| MR. BROCK T. WHITE... | <i>Keezletown, Rockingham County</i> |
| MR. VIRGINIUS SHACKELFORD.. | <i>Orange, Orange County</i> |
| HON. JOHN W. PRICE..... | <i>Bristol</i> |
| MR. ALFRED G. PRESTON.. | <i>Amsterdam, Botetourt County</i> |
| HON. R. C. STEARNES..... | <i>Richmond</i> |
| <i>(State Superintendent of Public Instruction, ex-officio)</i> | |

OFFICERS OF THE BOARD

| | |
|------------------------------|--------------------------|
| HON. RICHARD B. DAVIS..... | <i>President</i> |
| HON. JOHN W. PRICE..... | <i>Vice-President</i> |
| MR. A. STUART ROBERTSON..... | <i>Secretary-Auditor</i> |

All correspondence concerning this school should be addressed to Julian A. Burruss, President of the school, Harrisonburg Virginia, and not to an officer or member of the Virginia Normal School Board.

OFFICERS OF ADMINISTRATION AND INSTRUCTION

ADMINISTRATION

JULIAN A. BURRUSS, B. S., A. M.
President

WILLIAM R. SMITHEY, A. B., A. M.,
Registrar and Director of Extension Work

JOHN W. WAYLAND, B. A., Ph. D.
Secretary of Faculty

MARY I. BELL
Librarian

MRS. R. B. BROOKE
Matron

THOMAS C. FIREBAUGH, M. D.
School Physician

JULIA T. SPRINKEL
Treasurer

AMELIA H. BROOKE
Assistant to Matron

MARY WEINER
Stenographer

P. S. ROLLER
Superintendent of Grounds and Buildings

INSTRUCTION*

JULIAN A. BURRUSS, B. S., A. M.
President

CORNELIUS J. HEATWOLE, B. S., A. M.
Education

JOHN W. WAYLAND, B. A., Ph. D.
History and Social Science

ELIZABETH P. CLEVELAND, A. B.
English

NATALIE LANCASTER, B. S.
Mathematics

S. FRANCES SALE, B. S.
Household Arts

MARGARET G. KING
Geography and Rural Arts

ANNIE V. CLEVELAND
English

LIDA P. CLEVELAND
Piano Music

JAMES C. JOHNSTON
Natural Science

MARY I. BELL
Physiology and Hygiene

WILLIAM R. SMITHEY, A. B., A. M.
Mathematics

* The faculty arranged in order of appointment.

RHEA C. SCOTT
Rural Education

RUTH S. HUDSON
Physical Education

MARGARET V. HOFFMAN, B. A.
English and Piano Music

JAMES A. HARMAN
Violin Music

RACHEL ELIZABETH GREGG, B. S., A. M.
Primary Education and Supervisor of Training

MARY LOUISE SEEGER, B. S.
Kindergarten Education

RUSSELL B. SHRIVER
Household Arts

HAZEL FAY
Vocal and School Music

BESSIE C. LEFTWICH, B. S.
Household Arts

FRANCES I. MACKEY
Manual Arts

VELMA MOESCHLER
Household Arts

THE TRAINING SCHOOL

WILLIAM H. KEISTER
Principal

RACHEL ELIZARETH GREGG, B. S., A. M.
Supervisor of Training

MARY LOUISE SEEGER, B. S.
Director of Kindergartens

SOPHRONIA B. DYER
Critic, First Grade

LUCY S. LYNN
Critic, First Grade

GRACE MACKAY
Critic, Second Grade

E. PENELOPE MOULTON
Critic, Third Grade

ADA B. CLARK, A. B.
Critic, Fourth Grade

ORRA L. BOWMAN
Critic, Fifth Grade

MARGUERITE M. CADWALLADER, A. B.
Critic, Sixth Grade

ETHEL SPILMAN
Critic, Seventh Grade

ETHEL K. SPRINKEL
Kindergarten

STANDING COMMITTEES OF THE FACULTY

Admission, Classification, and Courses: Messrs. SMITHEY, Johnston, and Heatwole, Misses Elizabeth Cleveland, Gregg, Sale, and Seeger.

Appointments: Messrs. SMITHEY and Heatwole, Misses Gregg and Sale.

Bulletins, Catalogs, and Press: Messrs. SMITHEY, Wayland, Johnston, and Heatwole.

Grounds, Buildings, and Equipment: DR. WAYLAND, Misses King, Leftwich, and Hudson.

Literary Societies: MR. JOHNSTON, Misses Elizabeth Cleveland, Seeger, and Fay.

Public Exercises, Lectures, and Entertainments: Misses HUDSON, Hoffman, Lida Cleveland, Fay, and Mackey.

Physical Welfare of Students: Misses HOFFMAN, Hudson, Bell, and Mackey.

Religious and Social Welfare of Students: Misses LANCASTER, Annie Cleveland, Gregg, Bell, and Leftwich.

Student Government: Misses LANCASTER, Sale, Leftwich, and Dr. Wayland.

Student Publications: Misses ELIZABETH CLEVELAND, Hoffman, Annie Cleveland, and Dr. Wayland.

The President of the school is an *ex-officio* member of all faculty committees.

ORGANIZATION AND ADMINISTRATION

HISTORICAL STATEMENT

March 14, 1908: Act of establishment approved by the General Assembly of Virginia.

September 15, 1908: Plans for the complete plant adopted.

November 25, 1908: Ground broken for Science Hall and First Dormitory.

April 15, 1909: Corner-stone laid.

September 28, 1909: First Quarter of First Year begun.

May 2, 1910: Ground broken for Second Dormitory.

March 1, 1911: Second Dormitory opened.

May 1, 1913: Ground broken for President's Residence.

May 4, 1914: Ground broken for Dining Hall.

IDEALS OF THE SCHOOL

The Normal School is a professional institution for the training of teachers. It includes industrial features, which are intended to prepare young women for the duties of the home and for certain gainful occupations.

This institution endeavors to maintain standards of the highest type. The students from the beginning have assisted the faculty in this respect to a marked degree. They early inaugurated an "honor system," and this was later extended in the form of a Student Government Association to cover all phases of school life. As a result of these efforts, the students are doing much to maintain high standards of honesty in their school work and purity and honor in their daily lives.

The following will set forth in a general way some of the principles which the management endeavors to have govern the school:

1. We believe that the building of character is the chief aim of every school; hence, in the training of the teacher,

the development of a strong, noble, womanly character is of first importance.

2. We believe that the personal influence of the teacher is the greatest factor in the education of the young; therefore we must seek to develop those feelings and inspire those thoughts which will function in right conduct throughout life; and we must endeavor to remove blemishes and imperfections in personal conduct and manner of living, however trifling they may seem, which will operate so as to injure the teacher's influence for good.

3. We believe that in every grade of educational work sound scholarship is the basis of success, and we realize that conditions are such that few will come to us with a sufficient foundation in subject-matter; hence it is necessary to combine academic with professional training, and to make this academic drill work thorough and adequate to individual needs.

4. We believe that the greatest aim is not to acquire information simply for the purpose of knowing, but to acquire for the purpose of *teaching* to others what one knows. For this reason it is essential that the subject-matter of education be approached in a professional and critical manner, and taught with emphasis upon the method side. On the part of the Normal School student, the attitude to all studies should be one of thinking and knowing rather than of mere acquisition; of interest and appreciation, not the bare performance of superimposed tasks.

5. We believe that it is not the least of our duties to cultivate in our prospective teachers a professional spirit. The teacher should be more than a time-server and a wage-seeker. We must seek a broadening and enriching of the minds of our students, the development of an impelling belief that teaching is the highest and noblest of callings, and a burning zeal to render the largest measure of service in the world.

6. We believe that certain principles of professional ethics should be adopted by all who enter the teaching

profession; that among these are a recognition of the sacredness of contracts, a decided stand against questionable practices, a determination to eliminate petty jealousies and prejudices, a careful guarding of speech and daily conduct, and a constant effort to elevate the moral standards in all the relations of life.

LOCATION

The town of Harrisonburg is situated in the heart of the beautiful Shenandoah Valley about 1,300 feet above the sea level. It is a progressive town with a population of over 5,000. It is the county seat of Rockingham County and is in the richest agricultural section of the Valley of Virginia. It lies about 150 miles southwest of Washington City and about the same distance northwest of Richmond. It is on the Harrisonburg division of the Southern Railway, is the terminus of the Valley Railroad of Virginia (operated by the Baltimore and Ohio), and by means of the Chesapeake Western is in close reach of the Norfolk and Western system *via* Elkton, which is 18 miles distant. At Staunton—26 miles away—connection is made with the main line of the Chesapeake and Ohio Railway, and at Lexington with the James River division of the same road. An automobile bus service for the transportation of passengers is provided between Winchester, Woodstock, Mount Jackson, Staunton, and intermediate points, to Harrisonburg. By these various means Harrisonburg enjoys exceptional transportation facilities to and from all principal points in all the Valley counties north of Roanoke, the Southwestern counties *via* Roanoke, and those of Piedmont and Northern Virginia contiguous to the Chesapeake and Ohio and Southern Railways.

The climate is, with rare exceptions, not subject to extremes of heat and cold, and in point of healthfulness is unsurpassed in Virginia. The town has, for many years, been a refuge in summer for residents of the tidewater sec-

tions and the eastern cities by reason of its complete immunity from malaria; and with its bracing mountain air and pure free-stone water it has for a series of years been exempt from fevers and endemic diseases. Several well-known summer resorts and medicinal springs are not far from the town. The public water supply is brought by pipeline from mountain streams thirteen miles distant.

The school grounds comprise forty-nine acres of land, with a splendid frontage on South Main Street. The site commands a magnificent view of the surrounding valley in every direction, from the Blue Ridge to the Shenandoah Mountains, and adjoins one of the best residential sections of the town. The combination of town and country features makes the situation ideal for the location of an educational institution.

Harrisonburg claims every advantage of location, accessibility, water and sewerage, electric light, mail and telephone facilities, and proximity to white population. It enjoys a combination of healthful environment, sanitary comforts, and a wholesome social and religious atmosphere.

BUILDINGS AND EQUIPMENT

The school plant is being built on a plan adopted at the establishment of the institution. The principal buildings are constructed of native blue-limestone, with red tile roofs, and are substantial in appearance. They are heated throughout by steam and lighted by electricity. Every precaution has been taken against fire, accident, and sickness. All rooms are outside rooms with an abundance of window space, providing excellent light and ventilation. Bedrooms are comfortably furnished, and all beds are single. Telephone connection is established in each building, for both local and long distance service. The school has its own post-office (known as "Normal Station"), and a complete outfit has been installed for it.

Science Hall: This building contains laboratories for

physics, chemistry, cooking, dietetics, housewifery, textiles, millinery and dressmaking, drawing and handwork, geography and nature study, together with two class rooms for general work, several offices, music rooms, and storerooms. All departments in this building are provided with modern equipment.

Dining Hall: This building contains a large dining hall, a temporary auditorium, a library, a number of offices, and accommodations for general administrative purposes. The entire equipment has been carefully selected and is of high grade in all respects.

Dormitory No. 1: This building provides twenty-two bedrooms for students, three bedrooms for officials and teachers, a small reception room, and a temporary dining room, pantry, and kitchen, which will be removed to the new Dining Hall building when the latter is completed. Bathrooms with the most approved fittings are placed on each floor.

Dormitory No. 2: This building includes thirty-six bedrooms for students, three bedrooms for teachers and employees, a small reception room, a gymnasium, and locker and dressing rooms. Both tub and shower baths are provided in abundance. The gymnasium contains the necessary apparatus of the highest grade.

The Cottage: This is an old building refitted and enlarged to fill temporarily several pressing needs. At present it provides several bedrooms for teachers and employees and three temporary class rooms.

In addition to the above buildings the plant includes a residence for the president, a barn, a servants' cottage, and a small temporary laundry. Ample provision is made for school gardens, with the necessary outfit for the work. An orchard gives facilities for demonstrations in fruit-growing. Equipment for poultry-raising, bee-culture, and canning, provides for practical work along these lines.

State Examination Notice

The Department of Education has the honor to announce that the State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

April 18 and 19

June 3 and 4

July 21, 22 and 23

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

April 18 and 19

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

The State Examination for the year 1900 will be held at the State Examination Hall, New York City, on the following dates:

State Examinations Notice

The attention of all who expect to take the State Examinations, in whole or in part, for certificates, is called to the fact that the State Normal School at Harrisonburg has been authorized by the State Board of Education to give the State Examination for First, Second, and Third Grade, and Provisional First and Second Grade, Certificates on the following dates this year:

April 15, 16, and 17

June 2, 3, and 4

July 21, 22, and 23

Our Spring Quarter begins March 22.

Our Summer Quarter begins June 14.

Applicants for certificates may prepare on any of the following plans:

(1) Enter March 22 and take four weeks preparation before the April examinations.

(2) Enter March 22 and take eleven weeks preparation before the June examinations.

(3) Enter March 22 and take seventeen weeks preparation before the July examinations.

(4) Enter at any time and take preparation from day of entrance to the examinations.

Examinations may be divided into two parts.

Courses will be offered in all subjects.

Any combination of subjects allowed by the State regulations may be made on the examinations.

This is a fine opportunity to get thoro preparation for the examinations. Expenses very low.

For other information address,

STATE NORMAL SCHOOL

Harrisonburg, Virginia

LIBRARY

The library consists of about 5,000 carefully selected volumes, and additions are being constantly made on the recommendation of the different instructors. The departments of education, literature, and history are especially well supplied with reference works; and there is a good collection of technical works, particularly in the fields of household and industrial arts. A notable addition has been made recently in the form of a number of the most modern books on the subject of rural life. All the books and pamphlets of permanent value are classified in accordance with the Dewey system. The subscription list of current publications includes fifty of the best magazines in general literature and those representing special departments of school work, as well as a number of daily and weekly newspapers of Virginia.

The library is housed in a commodious room equipped with the most approved and convenient library furniture. It is open all day and in the evening on every day except Sunday. Every effort is made to make it a valuable workshop for the students.

During the school year a series of lessons in library economy is given to the students by the librarian, and in this way they may obtain some ideas in regard to the management of a library in the schools in which they may serve.

TRAINING SCHOOLS

The Training School is an important part of the Normal School. There the teacher-in-training is given the opportunity of gaining practical experience in solving the various problems which will confront her when she leaves to take charge of a school-room.

It is obvious that the nearer the Training School can approach the *actual conditions of the public school*, the better it will serve the purpose of preparing student-teachers for work in the public school. With this in view an ar-

range ment has been made between this State Normal School and the Public Schools, whereby the schools of the town are used as training schools for the students of the Normal School.

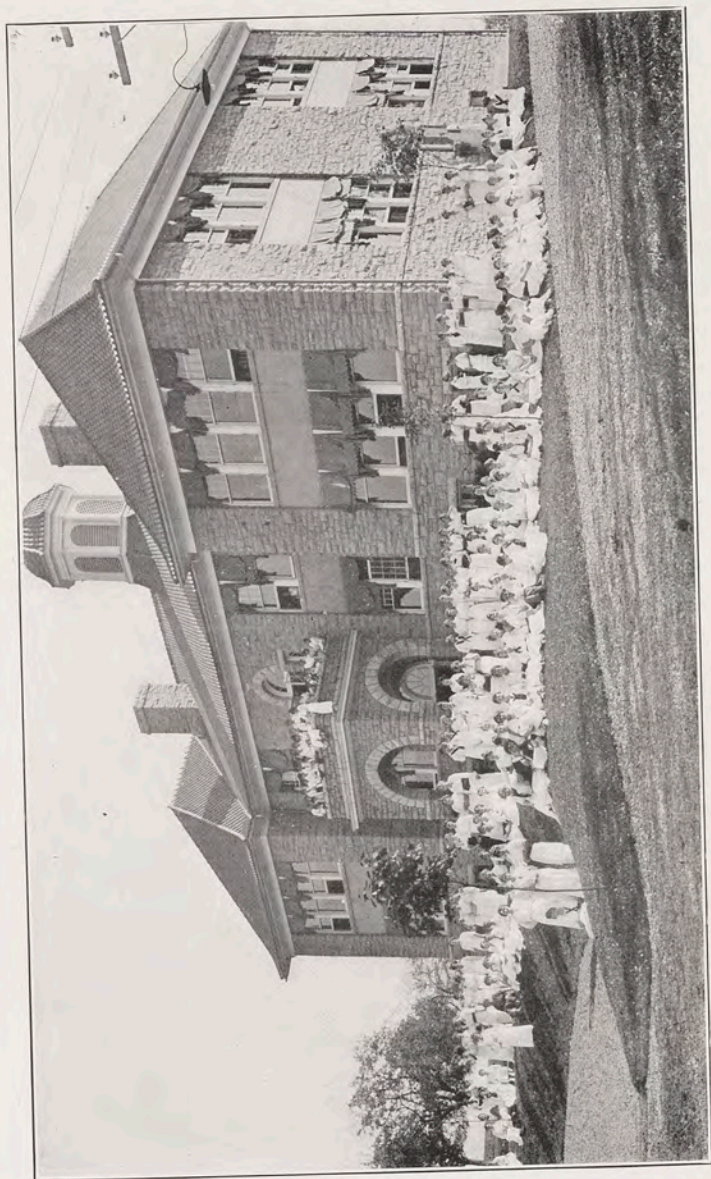
The public school system of Harrisonburg has for many years been exceptionally good. The schools embrace a kindergarten, eight primary and grammar grades, and a four-year high school. The pupils in these schools number about 1,000. The buildings have been carefully planned, and are lighted, heated, and ventilated in the most approved manner. The equipment is modern in every respect. Among the improvements added recently is an excellently equipped play-ground—one of the best in the State.

The value to the State Normal School of thus securing a complete plant for its training work is very great; but the value of being thus enabled to offer its students facilities for observations and practice teaching *under real public school conditions* cannot be overestimated. There are no specially selected classes of pupils and no artificial environment of any sort. The teacher-in-training meets the same conditions that she will face when she takes up her work after graduation.

In their Training School work the students first observe the work of skilled teachers, and then are placed in charge of a school-room and held responsible for the discipline and instruction, under the supervision of skilled teachers, who observe carefully their work and criticize and direct them in the methods used. Criticisms are helpful and suggestive. The Supervisor of Training assigns to the different grades all students whose courses include practice teaching, and directs them as to their work. Students in the special courses will be given the opportunity of teaching their respective specialties.

TRAINING IN RURAL SCHOOLS

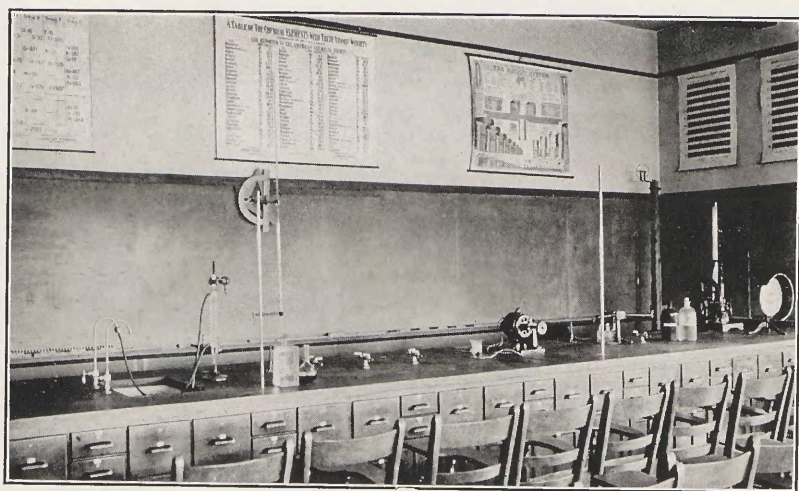
Through the kind co-operation of Division Superinten-



Between Classes



Chemical Laboratory



Physical Laboratory

dent G. H. Hulvey, the local school boards, and others, this school has been able to select several of the public schools not far from Harrisonburg for demonstration schools. In these schools the Normal students have an opportunity to observe and to do practice teaching under a special supervisor from the Normal School faculty. A number of our students have done practice teaching in these schools during the past year. The work done in household arts and manual arts has been particularly successful.

The work is directed toward the improvement of the schoolhouses, and many schoolrooms have been made more comfortable and more attractive in this way. The interest of the people in the various communities has been awakened and a wholesome reaction in the homes and in the attitude of the patrons toward the schools is noticed. Many of the boys and girls have become intensely interested in the special work, and are being fitted for greater efficiency in life. The school term has been lengthened in some cases, and the schools have been helped in every possible way.

Through this means this Normal School is enabled to offer its students unusual opportunities for becoming familiar with the problems and work of the rural school. This can be done only by *actual experience under real conditions* as they exist in the country schools.

FACULTY

In the selection of instructors the utmost care has been exercised. The faculty is composed of both men and women. Scholarship, character, personality, culture, and ability to teach have been considered. Particular care has been taken to select those who know how to teach others *how to teach*. These men and women are graduates and post-graduates of some of the best universities, colleges, and normal schools in our country, and are teachers of experience. In practically all cases this experience has embraced teaching in the regular graded schools, including rural schools;

and this, in addition to their scholastic preparation in the higher institutions and their training in normal methods, enables them to be of the greatest practical value to those who are preparing to be teachers in the public schools.

THE SCHOOL CALENDAR

From the school calendar on the preceding page, it will be noticed that the school is open for work the entire year with the exception of about three weeks in September. The year is divided into four "quarters" of about twelve weeks each. While it is best for some reasons for the student to enter at the beginning of the fall quarter and remain through three consecutive quarters, thus completing the ordinary school session as it is at most schools, yet students are welcomed at the opening of any of the four quarters, and *attendance during any three quarters, whether consecutive or not, is considered as constituting a year's work.*

Spring Quarter: This quarter begins the latter part of March and affords opportunity for teachers whose schools close early in the spring to enter the Normal School and complete three, four-and-a-half, or six months of consecutive work before their schools reopen in the fall. In this quarter a special review course in the subjects required in the state examinations for certificates is arranged for students and teachers who desire to take these examinations. By authority of the State Board of Education these examinations are given at the school at the end of this quarter. The examinations are also given at the usual time in the spring, but it is advised that the June examinations be taken in order that the preparation may be more thorough. A special announcement of the spring quarter is published in January.

Summer Quarter: This quarter is divided into two terms of about six weeks each, and students may enroll for either or both terms. The work done during these terms

is of equal rank with that of any other time of attendance, three full summer *quarters* being taken as the equivalent of a regular school year. Either term of the summer quarter may be considered as the equivalent of other summer normals of six weeks, and receives all possible recognition in the granting of teachers' certificates. A special catalog giving full information of the summer quarter is published in March.

EXTENSION WORK

This school has always done what many institutions call extension work. In its spring and summer courses it has provided means whereby many teachers in service have been able to continue their preparation for their work. The school has also sent its instructors to various points in the state to work with teachers at institutes, to lecture on various occasions to groups of teachers and others, and to conduct demonstrations at gatherings of teachers, farmers, and homekeepers.

In a desire to assist still further those who cannot attend school, a system of instruction by correspondence has been arranged. More than fifty different courses are now offered, in practically all departments of the school. This instruction is given entirely free of charge, under certain conditions, and has already been followed to advantage by a considerable number of students. The courses are intended to meet the needs of teachers and homemakers as well as of students who are preparing for entrance to resident courses at this school. Instruction is offered in all of the subjects required on the state examinations and in the state reading course for the renewal of certificates; and ambitious teachers may take this opportunity for improving their preparation for their work and obtaining a higher grade certificate. It is always best for a student to attend school, but if she cannot do this she may find the corres-

pendence study work a great advantage in many ways. The plan is fully set forth, together with a description of the courses offered, in a special bulletin published by the department of extension work.

STUDENT GOVERNMENT

It is expected of every young woman who avails herself of the privileges offered so bountifully and freely by the state that she conduct herself at all times in a manner entirely befitting a lady. Nothing short of this can be permitted in any Virginia school for young women preparing to assume the duties and responsibilities of life in the school, in the home, or in the world outside. This involves a consideration of and respect for the rights and feelings of others, and a manifestation under all circumstances of those gentle and refined qualities for which Southern womanhood has always been justly famed.

The school does not have a long list of rules and regulations, but a few general statements covering matters of importance are here given:

1. All students are expected to be present at all regular and general exercises of the school from the first day of the session to the closing day, unless excused for good cause. Students in attendance during the Third (Spring) Quarter will not be permitted to leave until after the Commencement Exercises are concluded, except in case of sickness or serious emergency; and parents are requested not to ask such permission, to prevent the embarrassment of refusal.

2. All students taking their meals in the dormitories are subject to the chaperonage of the Matron, and to all the regulations of the school for the government of the boarding department. It is desired to make the dormitories of the school as nearly as possible a *home* for the students, and the Matron will be "house-mother" to those boarding here. Students who both lodge and take their meals in town will be under the domestic and social care and control

of the family in which they board, but the school will prescribe certain rules for the government of such students and will hold the lady in charge of each home responsible for their enforcement. The right is always reserved to refuse permission to students to board in town, or to withdraw such a permission, or to change the boarding-place of a student.

3. No student living in any of the dormitories or rented rooms of the school will be permitted to spend the night in town away from her room, unless a parent of the student sends a written request, or makes a personal verbal request, that permission be granted the daughter to visit a near relative. This regulation will apply to all boarding students who are in Harrisonburg during any of the holidays.

4. Boarding students desiring to leave Harrisonburg for week-end or other brief visits to their homes or elsewhere must submit written requests from their parents, and obtain permission from the President of the school. In case permission is granted and absence from class is occasioned thereby, students must arrange with the instructor of the class to make up the work missed; otherwise it will be counted against them. If a student does not return to school promptly on the first day after any holiday, she will be subject to such penalty as the faculty may decide to impose. Excuses will not be received, except in cases of sickness or of serious emergency.

5. All regulations of the school will apply to a student as soon as she reaches Harrisonburg and as long as she remains in the town, whether the school is in session or not.

It is presumed that every young woman who decides to attend the school does so with a full knowledge of the foregoing regulations and with a serious purpose to abide by them, and by any other regulations which the faculty may make, in a complete and cheerful way. It will be the

constant effort of the faculty of the school to lead its students to adopt the highest standards of life and conduct; and in the event that any young woman does not display a disposition to be amenable to such treatment, or continually neglects her studies and other school duties without satisfactory excuse, thus becoming a menace to the mental or moral life of the school, she will be subject to admonition and may be dismissed if, in the judgment of the faculty, such is necessary for the protection of others in the school.

The students have inaugurated a Student Government Association, and each student is given a full copy of the regulations at the time she registers and is required to sign a statement that she understands the same and pledges herself to maintain them to the best of her ability.

ADMISSION AND CLASSIFICATION

ENTRANCE REQUIREMENTS

The following general statements will indicate the usual conditions on which a student may be admitted:

1. A young woman to be admitted to this school must be at least fifteen years of age; she must be of good moral character; and she must be able to show satisfactory preparation for the work she proposes to pursue.

2. Applicants, other than teachers, for admission to the regular courses, will be classified on the basis of the number of "units" of secondary school work offered as preparation. *A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.* This definition assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week. It further assumes that two hours of manual training, drawing, or laboratory work is equivalent to one hour of classroom work.

3. The efficiency of the different classes of public high schools in the state makes justifiable that, for young women who have had no experience as teachers, the condition for entrance to this school shall be eight units of work. This preparation entitles the candidate to admission to the Freshman Year. Those who can offer twelve units, representing three years of high school work, will be admitted to the Sophomore Year. Graduates of an approved four-year high school, who can offer not less than fourteen units of work, will be admitted to the Junior Year of any of the courses offered, excepting the Junior Year of the three-year Household-Industrial Arts Course.

4. Applicants coming from schools other than public

high schools will be given credit for the work they have accomplished, the basis of the allowance being the definition of the standard unit.

5. Graduates of high schools on the state accredited list will be admitted on presentation of their diplomas. All other applicants will be sent a printed form on which the last teacher or principal should state the subjects studied in the high school course, the length of time such studies were pursued, the textbooks used, and the progress made in each. This report is to be forwarded to the school by the principal or teacher, and upon receipt of same the Classification Committee will determine in each case the number of units to be allowed the applicant in admitting her to the school.

6. Applicants who desire to do so may take entrance examinations for admission to the school. Those who desire to apply for admission on this plan should notify the President to this effect before coming, so that proper arrangements may be made for them. Applicants who so desire may prepare for the entrance examinations by correspondence study courses offered in the Department of Extension Work.

7. Entrance will be granted to teachers on the basis of the certificate held by them. The holder of a first grade certificate will be admitted to the Junior Year of any Professional Course. The completion of this year's work will entitle the student to a Professional First Grade Certificate. If, after receiving this certificate, the holder desires to continue her studies here, she must first satisfy the regular high school entrance requirements for admission to the Junior Year before she can enter upon the work of the Senior Year. Holders of the Elementary Professional Certificate (given in former years), who have had only three years of high school work will, when they return to the Normal School, be required to complete the

Sophomore Year before entering the Senior Year in any course.

8. In the case of applicants over twenty years of age, who, for good reasons, have not been able to get the preparation required by this school, the faculty will be glad to consider all the circumstances when stated in full, and will grant admission to such as may be found prepared for the work of the school.

9. Students may be admitted to the one-year Household Arts courses and to part-time courses without satisfying the usual entrance requirements. Such students must be of sufficient maturity to profit by the work; and they must satisfy the instructors in charge of the classes they desire to enter as to their preparation for the work they wish to do. Young women who may desire to take work in household arts, with a view to its application in the home, but who do not expect to teach it, and those wishing to prepare for a vocation in this line may be admitted to such courses. Part-time and vocational course students are subject to the same regulations as others.

10. *Exceptions to the entrance requirements* will be made in the Spring and Summer Quarters in the cases of students preparing for the State Examinations. These students are allowed to enter any classes for which they are prepared.

11. Deficiencies in preparation may be made up after coming to the school, in most cases, by taking extra classes; but this will necessarily require a longer time to complete a course. The Summer Quarter and the Department of Extension Work offer opportunities for removing deficiencies.

12. Advanced credit and the omission of any subject included in the schedule of the course being pursued by the student are allowed only with the approval of both the Classification Committee and the head of the department within which the subject to be credited or omitted lies; and all such allowances must be recorded when granted.

13. A student having completed sixteen units of high

school work, and *in addition* having completed certain professional work, may be allowed an examination on the professional subjects that she may have completed. This examination will cover the course in these subjects as given in the normal school.

14. A student who has completed less than sixteen units of high school work and has completed some professional work, may be admitted to the class to which her high school units entitle her to entrance; and, *after* completing the work of the class in which she is registered, may be given an examination on the professional subjects which it is claimed have been completed before entrance. Such an examination must cover the course in the subject as given at the normal school.

15. Double credit will not be allowed. A student who has offered for entrance credit, or who has completed since coming to this school, any class, or its equivalent, called for by the course outline will be given a substitute of like kind and value by the Classification Committee.

16. Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalog.

GROUPING OF STUDENTS

The students of the school are divided into five groups, as follows:

1. *Seniors*: This group includes all candidates for diplomas who have not more than three quarters of attendance remaining in order to complete the requirements for graduation.

2. *Juniors*: This group includes all students who are not included in group 1 and who are registered in any of the Professional Courses, either of the two-year Household Arts Courses, the Industrial Arts Course, or the Second Year of the Household-Industrial Arts Course.

3. *Sophomores*: This group includes all students who

are registered in the Sophomore, or Second, Year of the Preparatory Course, and the First Year of the Household-Industrial Arts Course.

4. *Freshmen*: This group includes all students who are registered in the Freshman, or First, Year of the Preparatory Course.

5. *Part-time and Vocational Course Students*: This group includes all students who are pursuing part-time or vocational courses, and who are not candidates for teachers' certificates or diplomas.

BOARDING STUDENTS

Excellent boarding accommodations for 138 students are provided in the school dormitories, which are in charge of a matron of large experience and exceptional ability in her work. Several members of the faculty also room in the dormitories. The rooms are comfortably furnished with white enameled iron single beds, oak dressers, tables, chairs, rockers, rugs, clothes-closets, all necessary bed-clothing, and towels. All are outside rooms, and each has at least two windows. The buildings are lighted by electricity and heated with steam. Numerous conveniently located bath-rooms are provided, with the most modern sanitary equipment, in the proportion of one bath-room to every six students. A dining-room is included in one dormitory.

Rooms will be assigned in the order of application. Since many applications for places have been already received for the coming session, it is advisable for those desiring to live on the school grounds to *apply early*. Students who do not succeed in securing places in the dormitories will be assigned to boarding-places in the town. These are of two kinds, namely: (1) those furnishing rooms only, and (2) those furnishing both rooms and meals. The school is now renting a number of rooms in excellent private homes in the immediate neighborhood, students rooming in these taking their meals at the school dining-room in the dormitory

building and sending their clothing to the school laundry. Students who do not secure places in the school dormitory may rest assured that they will be assigned to satisfactory places in good private homes in town, and that everything possible will be done for their comfort. However, it is obvious that those who apply early will secure the most convenient and desirable places. It will be a great help to the management to know as far as possible before the day of opening how many will have to be provided with boarding places.

The rate for board, as stated on a following page, includes furnished room, food, light, heat, laundry, and service. The cost of board is the same where students occupy rooms rented by the school and take their meals in the dining-room, and the money for board is paid to the school. In case a student rooms and also takes her meals away from the dormitories, she must settle all accounts for board, laundry, etc., with the lady with whom she boards, as the school cannot hold itself financially responsible in such cases.

Information with reference to boarding-places may be obtained at the President's office, and the President or Matron must in all cases be consulted *before engaging board*. All students not living in their own homes are classed as "boarding students."

For lack of room, visitors can not be entertained in the dormitories, but rooms may be secured in town, and students may invite relatives or friends to meals at the school by obtaining permission from the Matron and paying the nominal charge of twenty-five cents per meal.

DAY STUDENTS

Students whose homes are in the town or county near enough, live at home and attend the school as "day students." For such students there is, of course, no charge for board. Students who have relatives or friends in the town or near by in the county, and who bring a written request

from their parents (if the student is less than twenty-one years of age), may be permitted to live with them with the approval of the President and faculty.

Day students will be subject to all general school regulations and to such special regulations as may be provided by the faculty. While on the school grounds or in school buildings, day students will be required to conduct themselves properly, whether during class-hours or not; and they are expected to be governed by the same custom as other visitors when they go to the school dormitories. A lunch room, equipped with lockers, tables, and chairs, has been provided for day students in Dormitory No. 2.

SELECTION OF WORK

Before being enrolled in classes, each student must consult a member of the Committee on Classification and have her program approved. Each case will be carefully considered on its merits, and every effort will be made to guide students aright in the selection of their work. This consultation should take place as soon after arrival at the school as possible.

Students are warned against attempting too much work, or trying to shorten unduly the term of their residence at the school. Each student in the school will be put upon her individual merit, hence it is best that she attempt only as much as she can do well.

The attention of students is called to the courses offered for the training of teachers in *special* subjects. The President will be glad to talk with any one considering specialization.

Correspondence from prospective students relative to choice of work will receive careful attention, but this matter *can usually be best settled in a personal interview after the student reaches the school.*

RECORD OF STUDENTS

The school keeps an accurate and complete record of

every student's work. The instructors render reports at regular intervals of the work of every student, and reports are sent to the parents of pupils (under age) at the close of every quarter. In the meantime if a student is found to be falling behind in her work, she is notified and given an opportunity to improve. To be awarded any diploma, a student must have a satisfactory record not only as to grades made in her studies, but also as to faithfulness in the performance of all school duties. No student whose conduct at the school has been unsatisfactory will be awarded a certificate, a diploma, or any other honor. All financial accounts must be settled before the award of such honors. No student notably poor in spelling, writing, or English composition will be permitted to graduate until such deficiency is remedied.

On quarterly reports grades will be recorded in letters (A, B, C, D, E) ; and no numerical marks will be published. In students' reports A is considered *very good*; B is considered *good*; C is considered *passable*; all being above 75 per cent, which is the *standard pass mark*. A student receiving D on any study is *conditioned* in that study and is allowed to take another examination. Examinations to remove conditions are to be taken the next quarter in residence. Otherwise the full course must be repeated. E signifies *failure*, and the entire work of the quarter in this study must be repeated if credit is desired.

SUGGESTIONS TO PROSPECTIVE STUDENTS

1. *Read the catalogue carefully*, also all other bulletins sent you from the school. Do not hesitate to ask questions. For all information, for copies of the bulletins, for application blanks, etc., write to the President of the Normal School, Harrisonburg, Virginia.

2. It is always best to begin at the opening of a quarter, and at the opening of the *first* quarter, in September, as far as possible.

3. You should not come unless you intend to do thor-

ough, earnest, and conscientious work, and to be subject to the regulations of the school.

4. *Fill out application blank.* Use the one in the back of this catalogue, or write to the President of the school for one. This blank also contains an application for room. After filling out the blank, *mail it to the President of the school at once.* If you do not get a prompt reply, write again.

5. The school session begins Wednesday, September 22, 1915. Be sure to arrive in Harrisonburg not later than the afternoon of this day, if possible. The afternoon of the preceding day is better. Students who have engaged rooms must not expect them to be held for them later than the afternoon of Wednesday, September 22, except in very special cases by previous arrangement. The first meal served in the dormitory will be supper, Tuesday, September 21.

6. Notice on the railroad map, included here, how to reach Harrisonburg from the different sections of the State. A representative of the school will meet all trains arriving on the first two days of the session, and on other days by request.

7. Students who have been assigned to rooms by the school will be sent tags for use in labeling their trunks. *All baggage should be clearly marked with the name of the owner and checked through to Harrisonburg, if possible. Students should retain their railroad baggage-checks and bring them to the Treasurer's office immediately on arrival.* This will avoid trouble and save time and money, as the school wagon will transfer all baggage.

8. The rooms in the dormitories and boarding-places in the town will be completely furnished, but students may add anything they like in order to make their rooms more attractive. A few well-chosen pictures, a dresser cover, etc., would be very helpful. Table napkins should be brought for use in the dining-room, also a comfort or extra blankets, and two clothes bags.

9. Bring your old text-books for reference, also any other books that you think may help you.

10. Each student should have in her outfit at least one *white* dress, and should not forget an umbrella and a pair of over-shoes. An inexpensive rain-coat is very desirable. *All clothing should be clearly marked with the student's name in indelible ink*, before sending to the laundry.

11. Be prepared to pay the registration fee and the quarter's board in advance at the time of enrollment if possible, and also the charge for text-books and any tuition and laboratory fees which may be due.

12. Have your mail addressed "Normal Station, Harrisonburg, Virginia," as the school has its own post-office.

13. *Be present the first day of the school session.*

14. Do not be anxious to enter advanced classes for which you are not fully prepared. On the other hand, remember that the instructors have no desire to keep you back except for your own good, and that you will be allowed to enter the highest class in which you are able to do thorough work.

15. If you desire an education and are willing to work for it, but are afraid that you have not sufficient means to pay your way, write to the President and explain the situation fully. *Do not expect too much*, but be assured that everything possible will be done to help you find a way to continue your course to completion.



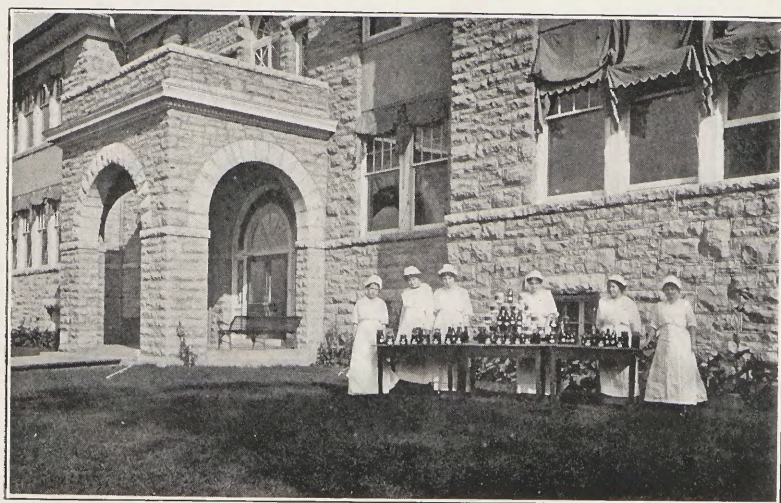
The School Garden



Growing the Tomatoes



Canning the Tomatoes



The Result of the Canning

COURSES OF INSTRUCTION

GENERAL PLAN

These courses have been planned after careful study of the conditions and needs in our State, as well as extensive examination of similar courses offered in the best Normal Schools in our country, and consultation with a large number of educators. They have been shaped to meet the demands of both rural and city schools. The fact that this is a Normal School, and, as such, exists primarily for the professional training of teachers for the public schools of Virginia, has been kept constantly in mind. It is recognized that a good teacher must have an adequate knowledge of the special subject-matter that is to be taught and of related subjects, as well as a thorough understanding of the methods of presentation. This school provides for both these distinct phases of Normal School work. This school recognizes also its duty to train young women along industrial lines as special teachers, supervisors, homemakers, and for gainful occupations peculiarly adapted to women. In carrying out these ideas, it is thought advisable to present a considerable variety of courses, as listed below:

I. PREPARATORY COURSE

The work of this course is preparatory and of high school grade. The Freshman Year corresponds to the third year of an accredited four-year high school, and the completion of two years of high school work is pre-requisite for entrance. The Sophomore Year represents the fourth year of a first grade high school.

II. PROFESSIONAL COURSE

KINDERGARTEN AND PRIMARY GRADES

This course is planned to prepare kindergartners and primary teachers. The work here offered is strictly professional, and the satisfactory completion of it leads to the diploma of graduation. Students who are looking forward to kindergarten positions will do their practice teaching in the kindergarten.

III. PROFESSIONAL COURSE

INTERMEDIATE AND GRAMMAR GRADES

This course permits students to specialize in the work of the intermediate grades. To this end it includes the subjects taught in the public elementary schools above the third grade. The advanced work offered in the various academic branches is taught from the standpoint of *application in teaching* rather than for the acquisition of subject-matter alone. This course leads to the diploma of graduation.

IV. PROFESSIONAL COURSE

HIGH SCHOOL GRADES

The purpose in offering this course is to give students an opportunity to prepare themselves for teaching in the seventh or eighth grades of the elementary school and in the first and second years of the high school. It is offered with a special view to meeting the needs of the rural and small town high schools of the second or third class. The completion of the course leads to the diploma of graduation.

V. HOUSEHOLD ARTS COURSE

SCIENCE GROUP

This course gives special instruction in domestic science and offers excellent preparation to those who wish to special-

ize as teachers in this practical field. It is also intended for the training of home-makers. The diploma of graduation is granted for the completion of this course.

VI. HOUSEHOLD ARTS COURSE

ARTS GROUP

This course is intended for those who desire special training for the teaching of millinery, dressmaking, and related subjects. The diploma of graduation is given for its completion.

VII. INDUSTRIAL ARTS COURSE

This course includes work in household, manual, and rural arts, the emphasis being placed on the manual arts. It is intended to prepare teachers for positions where a knowledge of a number of special subjects is required, especially in drawing and manual training. It leads to the diploma of graduation.

VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSE

This course is a combination of courses V-VII and is offered for students who desire the best all-round preparation for the special work now taught in the schools. It takes three years to complete the outlined work. This course is open to graduates of accredited three-year high schools, those who can offer twelve units as preparation. Graduates from four-year high schools who wish to become *supervisors* of these special branches should take this course. It is especially arranged for those who wish to prepare for the duties of the home or to become rural school supervisors and community workers. The completion of this course leads to the diploma of graduation.

IX. HOUSEHOLD ARTS COURSE—MILLINERY

This is a short course intended to prepare young women as specialists in millinery. It may be taken in separate quarters or as a full year's course covering the different divisions of the subject. It consists largely of practical work conducted on a shop basis as nearly as possible. A certificate of proficiency will be given for the completion of a year's work.

X. HOUSEHOLD ARTS COURSE—DRESSMAKING

This is a short course intended to prepare young women as specialists in dressmaking. It may be taken in separate quarters or as a full year's course covering the different divisions of the subject. It consists largely of practical work conducted on a shop basis as nearly as possible. A certificate of proficiency will be given for the completion of a year's work.

XI. HOUSEHOLD ARTS COURSE—HOMEMAKING

This is a short course intended to prepare young women for the various duties of the home. It may be taken in separate quarters, but should be followed for three consecutive quarters where possible. It consists largely of practical work. For the completion of the full year's work a certificate of proficiency will be granted.

XII. PART-TIME COURSES

Grouping of courses, independent of certificate or diploma credit, will be made to meet the desires and needs of students wishing to pursue part-time courses. Selections from the Household Arts and Industrial Arts Courses are especially advised with a view toward preparation for homemaking. All credits for such courses will be kept on record

for use in case the student desires to work for a certificate or diploma at some future time.

The President of the school will be glad to correspond with any young woman who is considering the matter of specializing in the industrial subjects, either for school or home use.

DIPLOMAS

The diploma is granted upon the completion of the Second, or Senior, Year of any of the Professional Courses, either of the Household Arts courses, the Industrial Arts Course, or the Third, or Senior, Year of the Household-Industrial Arts Course. To the holder of this diploma the State Board of Education will grant a State Normal School Certificate, which is practically a life certificate and is the highest grade certificate given in Virginia.

This certificate entitles the holder to teach both high and elementary school branches. The name of the course completed will be stated on the diploma; but the diploma and the corresponding state teachers' certificates have the same standing regardless of which of the above courses is completed, and the certificates issued for the completion of the arts courses will be good in any school and have the same recognition as those issued for the professional courses.

CERTIFICATES

Diplomas are given for the completion of full courses, certificates for the completion of certain parts of the courses, or for the completion of the one-year Household Arts Courses.

1. *First Grade High School Certificate*: Granted upon completion of the Sophomore Year. This certificate continues in force for two years and cannot be renewed. This certificate entitles the holder to teach only in the elementary schools.

2. *Junior State Normal Certificate*: Granted upon completion of the Junior Year, except as stated in paragraph 3 below. This certificate continues in force for seven years and may be renewed for a similar period from time to time. This certificate entitles the holder to teach only in the elementary schools.

3. *Professional First Grade Certificate*: Granted upon completion of the Junior Year of either Professional Course, when entrance into that course has been by a First Grade Certificate. This certificate continues in force for seven years and may be renewed for a similar period from time to time. This certificate entitles the holder to teach only in the elementary schools. (This certificate takes the place of the "Elementary Professional Certificate," which is no longer given by the State Board of Education.)

4. *First, Second, and Third Grade Certificates*: These certificates are only obtainable by state examination. Students may attend the normal school and prepare for these examinations. The school has authority to give the examinations at the end of the spring quarter, the first week in June, and also at the end of the first summer term, the last of July. It is advised that students attend for a full session where practicable as in this way much better preparation may be obtained for the examinations. The list of subjects required, the standing to be attained, and the character of the several certificates may be ascertained by reference to "Form E—No. 19," which may be obtained from any county or city superintendent or by writing to the Department of Public Instruction, Richmond, Virginia.

5. *Vocational Certificates*: These certificates are granted by the school for the completion of the short one-year Household Arts courses in millinery, dressmaking, and homemaking. They are given to show proficiency in the subject named on the certificate.

Students who have not completed a course may at any time secure a written statement of the work they have satisfactorily completed.

TIME REQUIREMENTS

Except under the most extraordinary circumstances no one will be permitted to take a *diploma* from this school unless she has been in attendance at least *two years* (six full quarters). Under no circumstances will this school grant a diploma or certificate to a student who has not been in residence at least three full quarters, amounting to not less than thirty-three weeks. These quarters need not be consecutive. A student who is absent from her classes more than ten days during any year of three quarters will be required to do such extra work as the faculty may assign in each case, which may mean a longer period of attendance to complete a course.

In the following schedules of courses the time assignments are by quarters, a full quarter representing about twelve weeks' work, and any three full quarters constituting a full academic year. The figures following the subjects denote the number of periods per week given to the subjects during the different quarters. The length of a period is fifty minutes. In the case of laboratory or field work a period represents the same time as in the other classes, but the custom is to count two such periods as the equivalent of one recitation period; therefore the totals shown in the schedules, especially in those for the Household Arts and Industrial Arts Courses, are not so great as they seem.

SCHEDULES OF COURSES

I. PREPARATORY COURSE

Freshman Year

(For all courses)

Entrance Requirements: The completion of two years of high school work, representing eight units. Applicants falling short in their entrance credits not more than two units will for the present be admitted conditionally. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up any deficiencies in entrance credits. Entrance may also be had by examination if desired.

THE PROGRAM

| | QUARTER | | |
|---|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| English 31-32-33—Grammar; Rhetoric and Composition; Classics | 5 | 5 | 5 |
| History 31-32-33—Ancient; Mediæval and Modern; English History | 5 | 5 | 5 |
| Manual Arts 34-35-36—Drawing for Primary Grades.. | 2 | 2 | 2 |
| Mathematics 34-35-36—Plane Geometry | 5 | 5 | 5 |
| Music 37-38-39—Public School Music | 2 | 2 | 2 |
| Natural Science 34-35-36—Physics | 5 | 5 | 5 |
| Physical Education 31-32-33—Gymnastics | 2 | 2 | 2 |
| <i>Required total in points (or periods).....</i> | <i>26</i> | <i>26</i> | <i>26</i> |

Leads to: The Sophomore Year of all courses. No certificate is awarded for the completion of this year's work. Students who find it necessary to teach at the end of the year are advised to take the State Examinations in order to secure a certificate. These examinations are given at the school at the end of the session.

Substitutes: Mathematics 31-32-33—Algebra, must be taken in place of Mathematics 34-35-36—Plane Geometry, unless two units of Algebra are offered at entrance. Natural Science 31-32-33—Botany, Zoölogy, and Geology, should be taken in place of Natural Science 34-35-36—Physics, if the former subjects have not been offered at entrance.

Individual instruction in Music for two periods per week may be substituted for Manual Arts 34-35-36—Primary Drawing, in which case the latter subject is to be taken in the Sophomore Year.

If any subject in the outline above has been satisfactorily completed before entrance, the Classification Committee may arrange a substitute of equivalent value in keeping with the general character of the year's work and with due regard to the needs of the student as shown by her high school record.

I. PREPARATORY COURSE

Sophomore Year

(For all *Professional Courses*)

Entrance Requirements: The completion of the Freshman Year, or of three years of high school work, representing twelve units. Applicants falling short in their entrance credits not more than one unit will, for the present, be admitted conditionally. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up any deficiencies in entrance credits. Entrance may also be had by examination if desired.

THE PROGRAM

| | QUARTER | | |
|--|---------|-------|-------|
| | 1st | 2d | 3d |
| Education 41-42—Educational Psychology | 4 | 4 | 0 |
| Education 44—Rural School Problems | 0 | 0 | 2 |
| English 41-42-43—Advanced Rhetoric and Composition; English Literature; American Literature | 5 | 5 | 5 |
| Geography 43—Commercial Geography | 0 | 5 | 0 |
| History 42—Rural Sociology | 0 | 0 | 3 |
| History 47—American History | 0 | 0 | 5 |
| Natural Science 41—Physiology and Hygiene | 5 | 0 | 0 |
| Natural Science 44-45-46—Chemistry | 5 | 5 | 5 |
| Physical Education 41-42-43—Gymnastics | 2 | 2 | 2 |
| From the Elective Group (see below) | 4 | 4 | 4 |
| | <hr/> | <hr/> | <hr/> |

Required total in points (or periods) 25 25 26

Leads to: The Junior Year of either Professional Course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a First Grade High School Certificate, and the corresponding State Teachers' Certificate, as described under the head of "Certificates."

Electives and Substitutes: The electives provided for above are a part of the regularly required work and may not be omitted by any student. They are to be chosen with the advice and approval of the Classification Committee from the following group, the amount not exceeding four periods per week:

Household Arts 41-42-43; 44-45-46; 47-48.

Manual Arts 41-42; 47-48-49; 54-55-56.

Music 47-48-49; individual instruction in music (2 periods).

Rural Arts 54-55-56.

Music 37-38-39—Public School Music, and Manual Arts 34-35-36—Primary Drawing, are required this year if not taken in the Freshman Year.

Mathematics 34-35-36—Plane Geometry, if not completed previously, must be taken in place of Natural Science 44-45-46—Chemistry, if the student is applying for a High School Certificate at the end of the year.

Natural Science 34-35-36—Physics, may be substituted for Natural Science 44-45-46—Chemistry, if not taken previously.

Students in their first year at the school take Physical Education 31-32-33 in place of Physical Education 41-42-43.

Note: Students who expect to go into one of the Household or Industrial Arts Courses are advised to take the Sophomore Year of the Household-Industrial Arts Course outlined on a following page. If, however, the course outlined above is completed and the student then decides to go into one of the special courses, she may have her program arranged for her so that she may graduate in two years.

II. PROFESSIONAL COURSE

KINDERGARTEN AND PRIMARY GRADES

Junior Year

Entrance Requirements: The completion of four years of high school work, representing sixteen units. Applicants falling short in their entrance credits not more than two units will for the present be admitted conditionally. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up deficiencies. Teachers holding full First Grade Certificates based on the present state requirements will be admitted to this course and their work recognized in accordance with the note below. Entrance may also be had by examination if desired.

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 41-42—Educational Psychology | 4 | 4 | 0 |
| Education 51—School Management and Sanitation | 0 | 0 | 5 |
| Education 54-55-56—Primary Methods and Observation... | 5 | 5 | 5 |
| Education 57-58-59—Kindergarten Methods and Observa- tion | 5 | 5 | 5 |
| English 56—Language Study | 5 | 0 | 0 |
| Manual Arts 34-35-36—Drawing for Primary Grades..... | 2 | 2 | 2 |
| Manual Arts 41-42—Handwork for Primary Grades..... | 0 | 2 | 2 |
| Music 57-58—School Music for Primary Grades..... | 0 | 2 | 2 |
| Natural Science 41—Physiology and Hygiene | 0 | 5 | 0 |
| Physical Education 51-52-53—Gymnastics | 2 | 2 | 2 |
| Rural Arts 51—Nature Study | 4 | 0 | 0 |
| Rural Arts 53—School Gardening | 0 | 0 | 4 |
| <i>Required total in points (or periods).....</i> | <u>27</u> | <u>27</u> | <u>27</u> |

Leads to: The Senior Year of this course. If the student who has completed the foregoing program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate, and the corresponding State Teachers' Certificate, as described under the head of "Certificates."

Teachers entering this course on a full First Grade Certificate based on the present state requirements for this certificate will, upon completion of this year of work, be given a Professional First Grade Certificate by the State Board of Education, as described under the head of "Certificates."

Substitutes: Students who have completed the Sophomore Year at this school take Mathematics 56—Arithmetic Review, and English 57—Advanced Language Study, in place of Education 41-42—Educational Psychology, and Manual Arts 34-35—Drawing for Primary Grades. They also take Geography 57—Advanced Geography, in place of Natural Science 41—Physiology and Hygiene.

Students who are looking forward to kindergarten work take Piano Music in place of Physical Education, unless they are already proficient in Piano Music.

Students who are in their first year at the school take Physical Education 31-32-33 in place of Physical Education 51-52-53, and students who are in their second year at the school take Physical Education 41-42-43 in place of Physical Education 51-52-53.

II. PROFESSIONAL COURSE

KINDERGARTEN AND PRIMARY GRADES

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

THE PROGRAM

| | QUARTER | | |
|--|---------|-------|-------|
| | 1st | 2d | 3d |
| Education 60—Practice Teaching | 12 | 0 | 4 |
| Education 61-62-63—History and Philosophy of Education.. | 3 | 3 | 3 |
| Education 64-65—Kindergarten Principles | 5 | 5 | 0 |
| Education 66—Child Psychology | 0 | 0 | 5 |
| Education 67-68-69—Educational Conference | 1 | 1 | 1 |
| English 62—Literary Epochs | 0 | 0 | 5 |
| English 64-65-66—Reading | 2 | 2 | 2 |
| History 61—Sociology | 0 | 5 | 0 |
| History 62—Ethics | 3 | 0 | 0 |
| History 63—American Government | 0 | 3 | 0 |
| Household Arts 46—Home Nursing | 0 | 2 | 0 |
| Manual Arts 64—Art Appreciation | 0 | 3 | 0 |
| Music 62—Music Appreciation | 0 | 0 | 3 |
| Physical Education 61-62—Games | 0 | 2 | 2 |
| | <hr/> | <hr/> | <hr/> |

Required total in points (or periods) 26 26 25

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

Note: Students taking their practice teaching during the Second Quarter will take History 61—Sociology, Manual Arts 64—Art Appreciation, Household Arts 46—Home Nursing, and Physical Education 61—Games, in the First Quarter, omitting these in the Second Quarter.

Students desiring to teach more advanced grades are advised to take one of the other professional courses: This course is offered to permit students to specialize in the work of the kindergarten, first, second, and third grades.

III. PROFESSIONAL COURSE

INTERMEDIATE AND GRAMMAR GRADES

Junior Year

Entrance Requirements: Same as preceding course, namely, the completion of four years of high school work, representing sixteen units. Applicants falling short in their entrance credits not more than two units will for the present be admitted conditionally. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up deficiencies. Teachers holding full First Grade Certificates based on the present state requirements will be admitted to this course and their work recognized in accordance with the note below. Entrance may also be had by examination if desired.

THE PROGRAM

| | QUARTER | | |
|---|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 41-42—Educational Psychology | 4 | 4 | 0 |
| Education 50—Observation | 3 | 2 | 1 |
| Education 51—School Management and Sanitation..... | 5 | 0 | 0 |
| Education 53—Principles of Teaching | 0 | 0 | 5 |
| English 57-58—Language Study and Methods | 0 | 5 | 5 |
| Geography 58—Geography and Methods | 0 | 0 | 5 |
| History 58—History and Methods | 5 | 0 | 0 |
| Manual Arts 54-55-56—Drawing for Grammar Grades ... | 2 | 2 | 2 |
| Mathematics 57-58—Advanced Arithmetic and Methods.... | 0 | 5 | 5 |
| Music 37-38-59—Public School Music and Methods..... | 2 | 2 | 2 |
| Natural Science 41—Physiology and Hygiene | 0 | 5 | 0 |
| Physical Education 51-52-53—Gymnastics | 2 | 2 | 2 |
| Rural Arts 51—Nature Study | 4 | 0 | 0 |
| <i>Required total in points (or periods).....</i> | <i>27</i> | <i>27</i> | <i>27</i> |

Leads to: The Senior Year of this course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate, and the corresponding State Teachers' Certificate, as described under the head of "Certificates."

Teachers entering this course on a full First Grade Certificate based on the present state requirements for this certificate will, upon completion of this year of work, be given a Professional First Grade Certificate by the State Board of Education, as described under the head of "Certificates."

Substitutes: Students who have completed the Sophomore Year at this school take Mathematics 56—Arithmetic Review, and Geography 57—Geography Review, in place of Education 41-42—Educational Psychology and Music 37-38—Public School Music. They also take Education 55—Social and Industrial Life, in place of Natural Science 41—Physiology and Hygiene. Students without any previous instruction in Drawing will take Manual Arts 34-35-36—Drawing for Primary Grades, instead of Manual Arts 54-55-56—Drawing for Grammar Grades.

Students who are in their first year at the school take Physical Education 31-32-33 in place of Physical Education 51-52-53, and student who are in their second year at the school take Physical Education 41-42-43 in place of Physical Education 51-52-53.

III. PROFESSIONAL COURSE

INTERMEDIATE AND GRAMMAR GRADES

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

THE PROGRAM

| | QUARTER | | |
|--|---------|-------|-------|
| | 1st | 2d | 3d |
| Education 60—Practice Teaching | 12 | 0 | 4 |
| Education 61-62-63—History and Philosophy of Education.. | 3 | 3 | 3 |
| Education 66—Child Psychology | 0 | 0 | 5 |
| Education 67-68-69—Educational Conference | 1 | 1 | 1 |
| English 61-62—Literary Epochs | 0 | 5 | 5 |
| English 64-65-66—Reading | 2 | 2 | 2 |
| History 61—Sociology | 0 | 5 | 0 |
| History 62—Ethics | 3 | 0 | 0 |
| History 63—American Government | 0 | 3 | 0 |
| Manual Arts 51-52-53—Handwork for Grammar Grades.. | 2 | 2 | 2 |
| Manual Arts 64—Art Appreciation | 0 | 3 | 0 |
| Music 62—Music Appreciation | 0 | 0 | 3 |
| Physical Education 61-62—Games | 2 | 2 | 0 |
| | <hr/> | <hr/> | <hr/> |
| <i>Required total in points (or periods)</i> | 25 | 26 | 25 |

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

Note: Students taking their practice teaching in the Second Quarter will take English 61—Literary Epochs, History 61—Sociology, and Manual Arts 64—Art Appreciation, in the First Quarter, omitting these in the Second Quarter.

Students desiring to teach in the grades below the fourth grade or above the sixth grade are advised to take one of the other professional courses. This course is offered to permit students to specialize in the work of the fourth, fifth, and sixth grades.

IV. PROFESSIONAL COURSE

HIGH SCHOOL GRADES

Junior Year

Entrance Requirements: The completion of four years of high school work, representing sixteen units. Teachers holding full First Grade Certificates based on the present state requirements will be admitted to this course and their work recognized in accordance with the note below. Entrance may also be had by examination if desired.

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 41-42—Educational Psychology | 4 | 4 | 0 |
| Education 50—Observation | 3 | 2 | 1 |
| Education 51—School Management and Sanitation | 5 | 0 | 0 |
| English 57-58—Language Study and Methods | 0 | 5 | 5 |
| Geography 58—Geography and Methods | 0 | 0 | 5 |
| History 58—History and Methods | 5 | 0 | 0 |
| Manual Arts 54-55-56—Advanced Drawing..... | 2 | 2 | 2 |
| Mathematics 57-58—Arithmetic and Methods | 0 | 5 | 5 |
| Physical Education 51-52-53—Gymnastics | 2 | 2 | 2 |
| One of the following: | | | |
| Foreign Languages 51-52-53—Advanced Latin | 5 | 5 | 5 |
| Foreign Languages 54-55-56—Advanced French | 5 | 5 | 5 |
| *Foreign Languages 57-58-59—Advanced German..... | 5 | 5 | 5 |
| Household Arts 47-48-41—Cooking; Sewing | 6 | 6 | 6 |
| Household Arts 44-45-46—Housewifery; Nursing | | | |
| Manual Arts 47-48-49—Rural Teachers' Course | 6 | 6 | 6 |
| Music 37-38-59—School Music and Methods | 5 | 5 | 5 |
| Mathematics 53-54-55—Solid Geometry and Trigonometry.. | | | |
| <i>Required total in points (or periods).....</i> | <u>26</u> | <u>25</u> | <u>25</u> |

Leads to: The Senior Year of this course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate, and the corresponding State Teachers' Certificate, as described under the head of "Certificates."

Teachers entering this course on a full First Grade Certificate based on the present State requirements for this certificate will, upon completion of this year of work, be given a Professional First Grade Certificate by the State Board of Education, as described under the head of "Certificates."

Substitutes: Students who have completed the Sophomore Year at this school take Mathematics 56—Arithmetic Review, and Geography 57—Geography Review, in place of Education 41-42—Educational Psychology.

Students who are in their first year at the school take Physical Education 31-32-33 in place of Physical Education 51-52-53, and students who are in their second year at the school take Physical Education 41-42-43 in place of Physical Education 51-52-53.

*Advanced German not offered in 1915-16.

IV. PROFESSIONAL COURSE

HIGH SCHOOL GRADES

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

THE PROGRAM

| | QUARTER | | |
|---|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 60—Practice Teaching | 0 | 0 | 12 |
| Education 61-62-63—History and Philosophy of Education.. | 3 | 3 | 3 |
| Education 67-68-69—Educational Conference | 1 | 1 | 1 |
| Education 71—Principles of Teaching in High Schools | 0 | 4 | 0 |
| English 61-62—Literary Epochs | 5 | 0 | 5 |
| English 64-65—Reading | 2 | 2 | 0 |
| English 67—High School English Methods | 0 | 5 | 0 |
| History 61-63—Sociology; American Government..... | 5 | 3 | 0 |
| Geography 62—Physical Geography Methods | 0 | 3 | 0 |
| Natural Science 61—Botany and Zoology Methods | 5 | 0 | 0 |
| One of the following: | | | |
| *Foreign Languages 61-62-63—Latin and Methods | 5 | 5 | 5 |
| *Foreign Languages 64-65-66—French and Methods | 5 | 5 | 5 |
| *Foreign Languages 67-68-69—German and Methods | 5 | 5 | 5 |
| Household Arts 57-58-59—Advanced Cooking | 6 | 6 | 4 |
| Household Arts 61-62—Food Production | | | |
| Manual Arts 51-52-53—Advanced Handwork | 6 | 6 | 6 |
| Rural Arts 54-55-56—Agriculture; Poultry raising | | | |
| Mathematics 61-62-63—Advanced Algebra and Methods; | | | |
| Geometry Methods | 5 | 5 | 5 |
| <i>Required total in points (or periods)</i> | <u>26</u> | <u>26</u> | <u>26</u> |

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

Note: The elective required to be taken in the Senior Year must be in the same department as the elective chosen in the Junior Year.

Students desiring to teach in the grades below the seventh grade are advised to take one of the other professional courses.

*Senior courses in Latin, French, and German are not offered in 1915-16.

V. VI. HOUSEHOLD ARTS COURSES

VII. INDUSTRIAL ARTS COURSE

Junior Year

(For all *two-year* courses in Household and Industrial Arts.)

Entrance Requirements: The completion of four years of high school work, representing sixteen units. Applicants falling short in their entrance credits not more than two units will for the present be admitted conditionally. Attention is called to the opportunity offered by the Summer Quarter and correspondence study courses for making up deficiencies. Entrance may also be had by examination if desired.

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 41-42—Educational Psychology | 4 | 4 | 0 |
| Education 44—Rural School Problems | 0 | 0 | 2 |
| English 41—Rhetoric and Composition | 5 | 0 | 0 |
| History 41—Industrial History | 0 | 5 | 0 |
| Household Arts 41-42-43—Sewing and Textiles | 4 | 4 | 4 |
| Household Arts 44-45-46—Housewifery; Home Nursing... | 2 | 2 | 2 |
| Household Arts 47-48—Cooking | 4 | 4 | 0 |
| Household Arts 50—Methods and Observation | 0 | 0 | 3 |
| Manual Arts 34-35-36—Drawing for Primary Grades | 2 | 2 | 2 |
| Manual Arts 47-48-49—Rural Teachers' Course | 4 | 4 | 4 |
| Natural Science 41—Physiology and Hygiene | 0 | 0 | 5 |
| Natural Science 44-45-46—Chemistry | 5 | 5 | 5 |
| Rural Arts 53—School Gardening | 0 | 0 | 4 |
| <i>Required total in points (or periods)</i> | <i>30</i> | <i>30</i> | <i>31</i> |

Leads to: The Senior Year of any of the *two-year* courses in Household or Industrial Arts. If the student who has completed the above program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate, and the corresponding State Teachers' Certificate as described under the head of "Certificates."

Note: Students who expect to take their Senior Year in the Industrial Arts Course will take Natural Science 34-35-36—Physics, instead of Natural Science 44-45-46—Chemistry.

Graduates of four-year high schools who find it possible to do so are advised to take the full *three-year* course in Household and Industrial Arts as it gives a much better all-round training in these special branches. This is especially advisable if the student is looking forward to work as a *supervisor*.

Students who come up through the regular Sophomore Year and then desire to change to one of the special courses will have their program arranged in such a way as to permit them to graduate in two years.

V. HOUSEHOLD ARTS COURSE

SCIENCE GROUP

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 61-62-63—History and Philosophy of Education.. | 3 | 3 | 3 |
| Education 67-68-69—Educational Conference | 1 | 1 | 1 |
| History 42—Rural Sociology | 0 | 0 | 3 |
| Household Arts 57-58-59—Advanced Cooking..... | 4 | 4 | 4 |
| Household Arts 60—Practice Teaching | 4 | 4 | 4 |
| Household Arts 61-62—Food Production | 2 | 2 | 0 |
| Household Arts 63—Household Management | 0 | 0 | 4 |
| Household Arts 64-65—Laundering | 2 | 2 | 0 |
| Household Arts 66-67-68—Dietetics | 4 | 4 | 4 |
| Household Arts 69-70—Theory and Practice | 3 | 3 | 0 |
| Manual Arts 64—Art Appreciation | 0 | 0 | 3 |
| Mathematics 51-52—Industrial Mathematics | 2 | 2 | 0 |
| Natural Science 57-58-59—Analytical and Household Chem- istry | 5 | 5 | 5 |
| <i>Required total in points (or periods)</i> | <u>30</u> | <u>30</u> | <u>31</u> |

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

VI. HOUSEHOLD ARTS COURSE

ARTS GROUP

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 61-62-63—History and Philosophy of Education | 3 | 3 | 3 |
| Education 67-68-69—Educational Conference | 1 | 1 | 1 |
| History 42—Rural Sociology | 0 | 0 | 3 |
| Household Arts 51-52-53—Art Needlework | 2 | 2 | 2 |
| Household Arts 54-55-56—Advanced Textiles | 2 | 2 | 2 |
| Household Arts 60—Practice Teaching | 4 | 4 | 4 |
| Household Arts 69-70—Theory and Practice | 3 | 3 | 0 |
| Household Arts 71-72-73—Millinery | 2 | 2 | 2 |
| Household Arts 74-75-76—Dressmaking | 4 | 4 | 4 |
| Household Arts 77-78-79—Household Arts Design..... | 6 | 6 | 6 |
| Manual Arts 54-55-56—Drawing for Grammar Grades... | 2 | 2 | 2 |
| Manual Arts 64—Art Appreciation | 0 | 0 | 3 |
| Mathematics 51-52—Industrial Mathematics | 2 | 2 | 0 |
| <i>Required total in points (or periods)</i> | <u>31</u> | <u>31</u> | <u>32</u> |

Leads to: Diploma, and a State Normal School Certificate, issued by the State Board of Education, as described under the head of "Diplomas."

VII. INDUSTRIAL ARTS COURSE

Senior Year

Entrance Requirements: The completion of the Junior Year of this course.

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 61-62-63—History and Philosophy of Education | 3 | 3 | 3 |
| Education 67-68-69—Educational Conference | 1 | 1 | 1 |
| History 42—Rural Sociology | 0 | 0 | 3 |
| Household Arts 69-70—Theory and Practice | 3 | 3 | 0 |
| Manual Arts 41-42—Handwork for Primary Grades..... | 0 | 2 | 2 |
| Manual Arts 51-52-53—Advanced Handwork | 2 | 2 | 2 |
| Manual Arts 54-55-56—Drawing for Grammar Grades... | 2 | 2 | 2 |
| Manual Arts 57-58-59—Applied Design | 4 | 4 | 4 |
| Manual Arts 60—Practice Teaching | 4 | 4 | 4 |
| Manual Arts 64—Art Appreciation | 0 | 0 | 3 |
| Manual Arts 67-68-69—Woodworking | 4 | 4 | 4 |
| Mathematics 51-52—Industrial Mathematics | 2 | 2 | 0 |
| Physical Education 61—Games | 2 | 0 | 0 |
| Rural Arts 54-55—Agriculture | 4 | 4 | 0 |
| Rural Arts 56—Poultry-Raising and Bee-Culture | 0 | 0 | 4 |
| <i>Required total in points (or periods)</i> | <u>31</u> | <u>31</u> | <u>32</u> |

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSE

(A three-year combination course.)

Sophomore Year

Entrance Requirements: The completion of the Freshman Year, or of three years of high school work, representing twelve units. Applicants falling short in their entrance credits not more than one unit will for the present be admitted conditionally. Attention is called to the opportunity offered by the summer quarter and correspondence study courses for making up deficiencies. Four-year high school graduates are advised to take this three-year course if they desire the best all-round preparation for this special work, or if they are looking forward to becoming supervisors of these branches. Entrance may also be had by examination if desired.

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 41-42—Educational Psychology | 4 | 4 | 0 |
| Education 44—Rural School Problems | 0 | 0 | 2 |
| English 41—Rhetoric and Composition | 5 | 0 | 0 |
| History 41—Industrial History | 0 | 5 | 0 |
| History 42—Rural Sociology | 0 | 0 | 3 |
| Household Arts 41-42-43—Sewing and Textiles | 4 | 4 | 4 |
| Household Arts 44-45-46—Housewifery; Home Nursing... | 2 | 2 | 2 |
| Household Arts 47-48—Cooking | 4 | 4 | 0 |
| Manual Arts 34-35-36—Drawing for Primary Grades | 2 | 2 | 2 |
| Manual Arts 47-48-49—Rural Teachers' Course..... | 4 | 4 | 4 |
| Natural Science 41—Physiology and Hygiene | 0 | 0 | 5 |
| Natural Science 44-45-46—Chemistry | 5 | 5 | 5 |
| Rural Arts 53—School Gardening | 0 | 0 | 4 |
| <i>Required total in points (or periods)</i> | <i>30</i> | <i>30</i> | <i>31</i> |

Leads to: The Junior Year of this course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a First Grade High School Certificate, and the corresponding State Teachers' Certificate, as described under the head of "Certificates."

Note: Students who have completed Manual Arts 34-35-36—Drawing for Primary Grades, in the Freshman Year, substitute for it Physical Education 41, and Manual Arts 41-42—Handwork for Primary Grades.

VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSE

Junior Year

Entrance Requirements: The completion of the Sophomore Year of *this* course. (Four-year high school graduates and students who have completed the other Sophomore Year should take one of the two-year courses.)

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Household Arts 50—Methods and Observation | 0 | 0 | 3 |
| Household Arts 51-52-53—Art Needlework | 2 | 2 | 2 |
| Household Arts 54-55-56—Advanced Textiles | 2 | 2 | 2 |
| Household Arts 57-58-59—Advanced Cooking | 4 | 4 | 4 |
| Household Arts 61-62—Food Production | 2 | 2 | 0 |
| Household Arts 63—Household Management | 0 | 0 | 4 |
| Household Arts 64-65—Laundering | 2 | 2 | 0 |
| Manual Arts 51-52-53—Advanced Handwork | 2 | 2 | 2 |
| Manual Arts 54-55-56—Drawing for Grammar Grades... | 2 | 2 | 2 |
| Manual Arts 57-58-59—Applied Design..... | 4 | 4 | 4 |
| Mathematics 51-52—Industrial Mathematics | 2 | 2 | 0 |
| Natural Science 57-58-59—Analytical and Household Chem- istry | 5 | 5 | 5 |
| Rural Arts 54-55—Agriculture | 4 | 4 | 0 |
| Rural Arts 56—Poultry-raising and Bee-culture | 0 | 0 | 4 |
| <i>Required total in points (or periods)</i> | <u>31</u> | <u>31</u> | <u>32</u> |

Leads to: The Senior Year of this course. If the student who has completed the above program of work cannot remain longer in the school, she may be given a Junior State Normal Certificate, and the corresponding State Teachers' Certificate, as described under the head of "Certificates."

VIII. HOUSEHOLD-INDUSTRIAL ARTS COURSE

Senior Year

Entrance Requirements: The completion of the Junior Year of *this* course. (Students who have completed the Junior Year of any other course must continue in the Senior Year of the corresponding course and will not be permitted to change to this.)

THE PROGRAM

| | QUARTER | | |
|--|---------|-------|-------|
| | 1st | 2d | 3d |
| Education 61-62-63—History and Philosophy of Education | 3 | 3 | 3 |
| Education 67-68-69—Educational Conference | 1 | 1 | 1 |
| Household Arts 60 or Manual Arts 60—Practice Teaching | 4 | 4 | 4 |
| Household Arts 66-67-68—Dietetics | 4 | 4 | 4 |
| Household Arts 69-70—Theory and Practice | 3 | 3 | 0 |
| Household Arts 71-72-73—Millinery | 2 | 2 | 2 |
| Household Arts 74-75-76—Dressmaking | 4 | 4 | 4 |
| Household Arts 77-78-79—Household Arts Design | 6 | 6 | 6 |
| Manual Arts 64—Art Appreciation | 0 | 0 | 3 |
| Manual Arts 67-68-69—Woodworking | 4 | 4 | 4 |
| | <hr/> | <hr/> | <hr/> |
| <i>Required total in points (or periods)</i> | 31 | 31 | 31 |

Leads to: Diploma, and a State Normal School Certificate issued by the State Board of Education, as described under the head of "Diplomas."

IX. HOUSEHOLD ARTS COURSE—MILLINERY

Entrance Requirements: A sufficient maturity and definiteness of purpose to profit by the work of the course, together with the ability to do simple plain sewing.

THE PROGRAM

| | QUARTER | | |
|--|---------|-------|-------|
| | 1st | 2d | 3d |
| Household Arts 51-52-53—Art Needlework | 2 | 2 | 2 |
| Household Arts 54-55-56—Advanced Textiles | 2 | 2 | 2 |
| Household Arts 77-78-79—Household Arts Design..... | 6 | 6 | 6 |
| Household Arts 91-92-93—Trade Millinery | 25 | 25 | 25 |
| | <hr/> | <hr/> | <hr/> |
| <i>Required total in points (or periods).....</i> | 35 | 35 | 35 |

Leads to: Certificate of Proficiency (in Millinery.)

Note: Students who desire to teach household arts subjects should take one of the two-year or three-year courses in Household Arts, as this one-year program is intended for the preparation of specialists in millinery.

X. HOUSEHOLD ARTS COURSE—DRESSMAKING

Entrance Requirements: A sufficient maturity and definiteness of purpose to profit by the work of the course, together with a fair ability to do plain hand and machine sewing.

THE PROGRAM

| | QUARTER | | |
|--|---------|-------|-------|
| | 1st | 2d | 3d |
| Household Arts 51-52-53—Art Needlework..... | 2 | 2 | 2 |
| Household Arts 54-55-56—Advanced Textiles | 2 | 2 | 2 |
| Household Arts 77-78-79—Household Arts Design..... | 6 | 6 | 6 |
| Household Arts 94-95-96—Trade Dressmaking..... | 25 | 25 | 25 |
| | <hr/> | <hr/> | <hr/> |
| <i>Required total in points (or periods).....</i> | 35 | 35 | 35 |

Leads to: Certificate of Proficiency (in Dressmaking.)

Note: Students who desire to teach household arts subjects should take one of the two-year or three-year courses in Household Arts, as this one-year program is intended for the preparation of specialists in dressmaking.

XI HOUSEHOLD ARTS COURSE—HOMEMAKING

Entrance Requirements: A sufficient maturity and definiteness of purpose to profit by the work of the course.

THE PROGRAM

| | QUARTER | | |
|--|-----------|-----------|-----------|
| | 1st | 2d | 3d |
| Education 58—Juvenile Literature; Story telling..... | 0 | 5 | 0 |
| Education 66—Development of Childhood and Youth..... | 0 | 0 | 5 |
| Household Arts 41-42-43—Sewing and Textiles..... | 4 | 4 | 4 |
| Household Arts 44-45-46—Housewifery; Home Nursing.. | 2 | 2 | 2 |
| Household Arts 47-48—Cooking | 4 | 4 | 0 |
| Household Arts 61-62—Food Production | 2 | 2 | 0 |
| Household Arts 63—Household Management..... | 0 | 0 | 4 |
| Household Arts 64-65—Laundering | 2 | 2 | 0 |
| Household Arts 81—Nutrition | 6 | 0 | 0 |
| Household Arts 82-83—Home Cookery; Table Service ... | 0 | 6 | 6 |
| Household Arts 84-85—Marketing | 2 | 2 | 0 |
| Household Arts 87-88—Household Accounts | 2 | 2 | 0 |
| Manual Arts 57-58-59—Applied Design..... | 4 | 4 | 4 |
| Natural Science 41—Physiology and Hygiene | 5 | 0 | 0 |
| Rural Arts 53—Gardening | 0 | 0 | 4 |
| Rural Arts 56—Poultry-raising; Bee-culture..... | 0 | 0 | 4 |
| <i>Required total in points (or periods).....</i> | <u>33</u> | <u>33</u> | <u>33</u> |

Leads to: Certificate of Proficiency (in Homemaking.)

Note: Students who desire to teach household arts subjects should take one of the two-year or three-year courses in Household Arts, as this one-year program is intended for the preparation of specialists in homemaking.

XII. PART-TIME COURSES

Entrance Requirements: A sufficient maturity and definiteness of purpose to profit by the work chosen; sufficient preparation to enter these particular classes; and reasons satisfactory to the faculty for not taking one of the regular programs.

THE PROGRAM

The class or classes to be taken must be selected with the approval of the Registrar.

Lead to: No certificate; but the record of work satisfactorily completed will be kept for future use in case the student should later decide to follow a regular course. A written statement of work successfully performed will be given to students, at any time, upon request.

DEPARTMENTS OF INSTRUCTION

I. EDUCATION

The Department of Education is the most characteristic and perhaps the most important department of a normal school. It has to deal with the distinctly professional side of the training of teachers.

It is the purpose of this department to give the best possible professional preparation to young women for the work of teaching and supervising in the public schools of Virginia. The good teacher must know the subjects she has to teach and also the pupil to whom her instruction is given; hence in addition to sound scholarship she must have a good knowledge of the nature and growth of the child's mind.

The courses include a study of the principles and history of education, of the elements of school management and school economy, and of the methods of teaching the different branches in the school. Every-day schoolroom problems are considered, and every effort is made to apply theory to practice.

The department aims to impress upon the teacher the importance of the work she is about to undertake, the honor and nobility of the profession, the responsibility of the teacher as a member of society, and her duty to her pupils, patrons, and fellow-teachers.

41-42 EDUCATIONAL PSYCHOLOGY.—*1st and 2d quarters; 4 periods per week.*—Professor Heatwole.

The purpose of this course is, first, to make a study of the elements of psychology in order to give an understanding of what mental processes are, and how the mind is developed. Such an understanding will make the future teacher more proficient in developing the minds of her pupils, and will enable her to understand psychological terms which often occur

in educational literature. Its second purpose is to apply principles of psychology to the teaching process. Text-books: Bagley and Colvin's *Human Behavior*, and Betts's *The Mind and its Education*.

44. RURAL SCHOOL PROBLEMS AND METHODS.—3d quarter; 2 periods per week.—Miss Scott and Miss Sale.

In this course are taken up various important problems of the management and teaching of rural schools, with a view of helping in their solution by those engaged in teaching or preparing to teach in country schools. The relation of the rural school to the community, its importance and its possibilities as a social center, and similar topics are discussed. Text-book: Betts and Hall's *Better Rural Schools*.

50 OBSERVATION.—1st, 2d, and 3d quarters; periods per week as directed.—Miss Gregg.

Students will observe the teaching of the different branches in the various grades of the elementary and high school, the assignments being made in accordance with the courses being followed by them. Discussions of observations will be held with the supervisor and critic teachers; and the work will be planned to give an opportunity for understanding the best methods of instruction and discipline.

51. SCHOOL MANAGEMENT AND SANITATION.—1st quarter; 5 periods per week; repeated in 3d quarter.—Professor Heatwole.

This course is especially adapted to the needs of teachers who must manage schools without the help of a principal, and of those who may become principals of schools. The chief aim is to develop in future teachers ability to take charge of a school, enroll pupils, organize and classify them, and manage the school properly and successfully. Many teachers of excellent scholarship fail in their work because of a lack of knowledge as to what to do when various problems of management arise, and this course endeavors to give help in this direction. It also helps the teacher to understand certain routine matters, as the keeping of records, the making of reports, and the planning of school buildings, light, heat, and ventilation; the improvement of school grounds; sanitary equipment; selection of desks and patent appliances; arrangement of programs, recesses, etc.; detection of physical defects in children and their treatment in the school-room. Text-books: Bagley's *Classroom Management*; Dresslar's *School Sanitation*.

53. PRINCIPLES OF TEACHING AND HOW TO STUDY.—3d quarter; 5 periods per week.—Professor Heatwole.

This course includes a study of the underlying principles of the science of education and the art of teaching. In addition to the work in general method, attention is given to the relation of the different subjects of the public school course. The work is made as practical as possible, and seeks to help the future teacher solve the many problems that will confront her in the schoolroom. Consideration is given to the nature, importance, and methods of study, in order to lead students to economize in their own use of time and to give them help in teaching children to

form correct habits of study. Study assignments are made. Text-books: Strayer's *A Brief Course in the Teaching Process*; McMurry's *How to Study*.

54-55-56. PRIMARY EDUCATION AND OBSERVATION.—
1st, 2d, and 3d quarters; 5 periods per week.—Miss Gregg.

This course aims to make clear the guiding principles that determine what the primary program in general should include. The child's interests are considered in the light of his future needs and the course of study planned accordingly. Methods of teaching the various branches of the primary curriculum are considered, and the relations of these branches to each other are studied with a view to formulating a proper program. Attention is given to sources of materials, and to the use of games, songs, and story-telling in the primary grades. Weekly observation of class-work in the Training School forms an important part of this course. The observations are carried on from the kindergarten, through the first three grades. Careful class discussion later brings out the *essentials* of good classroom work in all its details. Consideration is given to reviews of texts and references.

1st quarter.—Reading and the related subjects, phonics, spelling, penmanship.

2d quarter.—Geography and Methods, Social and Industrial Life. This work revolves around the problems of food, clothing, and shelter, and includes present day aspects, primitive aspects, and the geographic conditions that affect the solving of these problems in other lands. The work will be practical; the constructive aspects will be worked out as needed, and this will form a basis for the unification of the primary program.

3d quarter.—History and Number. Text-book: Suzzallo's *Teaching of Primary Arithmetic*. Organization of the primary curriculum and daily program.

57-58-59. KINDERGARTEN METHODS AND OBSERVATION.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Seeger.

1st quarter.—Kindergarten Materials. Practical application with blocks and other materials including clay, sand, paper, etc.

2d quarter.—Literature for Kindergarten and Primary grades. This includes a study of sources and classification of materials and practice in story-telling. Language. Text-book: Chubb's *The Teaching of English, Primary Edition*.

3d quarter.—The purpose of this course is to teach the meaning of play and to show how it aids in the development of the child in the kindergarten and primary grades. A study of songs, games, and festival work is included.

60. PRACTICE TEACHING.—1st, 2d, and 3d quarters; periods per week as directed.—Miss Gregg, with other members of the faculty.

Students in this course are assigned to work under the direction of skilled and experienced supervisors, and they are held responsible for management and teaching. Helpful criticisms are made by the super-

visors, and individual conferences are held by the grade critics and the Supervisor of Training. The student gains experience in planning lessons, in teaching them, and in managing classes. Once every week the entire *practice-teaching* body meets with the Supervisor of Training to discuss the various problems that arise with regard to successful work and the making of a successful teacher. A summary of educational work is given in the third quarter when the seniors observe typical class programs in the eight elementary grades. Students in the special courses, Kindergarten, Primary, Advanced grades, Domestic Science, Domestic Arts, Industrial Arts, do practice teaching in their special field under the general supervision of the head of the special department. Opportunities are offered for practice teaching in rural schools as well as in the town schools. All practice teaching is done under real public school conditions.

61-62-63. HISTORY AND PHILOSOPHY OF EDUCATION.—*1st, 2d, and 3d quarters; 3 periods per week.*—Professor Heatwole.

The work of this course includes the systematic study of the progress of educational theory and practice from the earliest times down to modern education as exemplified in America, England, France, and Germany. The most important topics in Greek and Roman education are considered, and some attention is paid to education during the Middle Ages; but the greatest portion of the time is given to the great educational reformers and to the historical development of the education of our own times. The value of such a course in giving a perspective to the study of educational theory and practice, in giving balance to the judgment of the future teacher, and in shaping her educational ideals is certainly very great. By studying what has been aimed at and what has been accomplished in education by various peoples in the past, the student may gain some idea of what education should reasonably expect to accomplish in the future. The 3d quarter will be given to a course in advanced educational theory, which seeks the foundations of education in biology, physiology, sociology, psychology, and philosophy, and endeavors to interpret the nature, place, and meaning of education in the world. The purpose of the course is to give a broader view of education as a whole, and especially to interpret the progress and development of educational thought and practice in the light of the social life of peoples in different ages, with a view to determining the form of education demanded by our own age. The larger aims of modern education and the duty of the school to society are emphasized. Text-books: Monroe's *Brief Course in the History of Education*; Graves's *History of Education*; Betts's *Social Principles of Education* and Horne's *Idealism in Education*.

64-65. KINDERGARTEN PRINCIPLES.—*1st and 2d quarters; 5 periods per week.*—Miss Seeger.

1st quarter.—The methods and subject matter of the kindergarten are considered. A study is made of the kindergarten materials with a view to the formulation and arrangement of the kindergarten program.

2d quarter.—Practical problems including the furnishing of the kindergarten, discipline of the kindergarten, and the relation of the kindergarten to the community are considered. The place of the kindergarten as a part of the primary school and its connection with the primary grades is stressed.

66. THE DEVELOPMENT OF CHILDHOOD AND YOUTH.
—3d quarter; 5 periods per week.—Miss Seeger.

The purpose of this course is to give the student a better knowledge of the child's nature, so that she may be better able to interpret his actions and to make use of his instincts and interests at the proper time. The work is carried on through the study of tests, discussions and observation of children. Text-books: Kirkpatrick's *Fundamentals of Child Study*; Thorndike's *Notes on Child Study*.

67-68-69. EDUCATIONAL CONFERENCE.—1st, 2d, and 3d quarters; 1 period per week.—Professor Heatwole, with other members of the faculty.

This conference is a meeting of the instructors and advanced students to discuss important educational topics, chiefly those of current interest. The more important articles appearing in educational periodicals are considered and new books are reviewed and discussed as far as time will allow. Students are required to work in the form of papers such as would be read at teachers' institutes and educational gatherings. Methods of organizing material for discussion are emphasized. Studies are made, by groups of students, in modern educational problems and educational statistics.

71. PRINCIPLES OF TEACHING IN HIGH SCHOOLS.—2d quarter; 4 periods per week.—Professor Heatwole.

This course includes a study of the underlying principles of the science of education and the art of teaching as applied to secondary schools. Attention is given to the relation of the different subjects of the high school curriculum to one another and to life; and the effort is made to work out a program for secondary instruction which shall meet the demands of present life conditions. Practical problems connected with high school teaching and management will be given much of the time of the course.

II. ENGLISH LANGUAGE AND LITERATURE

This department should always be considered of prime importance in the academic work of every institution.

It is of the greatest consequence that our teachers be well grounded in their mother tongue; and it is better that the study of other branches be neglected than that anything be lacking in the training in English. This school recognizes this fact, and has provided courses in the English language in every schedule of work open to its students. In the work of this department the objects sought are:

(1) To give the student a ready command of good English and the ability to use it in a practical way; (2) to give the student the power to appreciate and enjoy the best in English and American literature; (3) to give the future teacher a fund of subject-matter and a training in the best methods of teaching the English branches in the schools.

In the work of the department reference is made to many books which may be obtained in the school library, and much collateral reading is required in general literature and also in pedagogical literature referring to the teaching of English.

Every effort is made in all the departments of the school to develop good habits in the use of English, whether oral or written. No student is allowed to omit the required work in English for the year in which she is entered, except under most extraordinary circumstances; and any student found notably deficient in English may be required to do extra work in the department until such deficiency is removed.

1. SPELLING AND THE MECHANICS OF WRITING.—1st, 2d, and 3d quarters; twice a week during assembly period.—Miss Elizabeth Cleveland and Miss Annie Cleveland.

This is a special course in spelling, dictation, and composition, designed to help students who have not had sufficient foundation work in these branches. The assembly period on two mornings of each week is used to give the whole school a drill in spelling or in writing short compositions. This practice is found to be of considerable value in improving the written work of the students in the regular English courses, as well as in other departments. Students notably poor in spelling and English composition will not be permitted to graduate until such deficiency is remedied. Text-books: Sandwick and Bacon's *Word Book*; Thomas's *Spelling Book*, No. 2; Woolley's *Handbook of Composition*.

31-32-33. GRAMMAR; RHETORIC AND COMPOSITION; CLASSICS.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Hoffman.

This course makes a study of grammar, rhetoric, and specimens of literature, with a view to giving the student additional subject-matter for teaching purposes and for her own improvement. Text-books: Buehler's *A Modern English Grammar, Revised*; Frank's *Exercises in Grammar*; Brook's *English Composition*; selections from American and English classics.

41. ADVANCED RHETORIC AND COMPOSITION.—1st quarter; 5 periods per week.—Miss Hoffman and Miss Elizabeth Cleveland.

This course makes a study of diction, the forms and properties of style, metre, and poetry. Prose composition is emphasized, and much practice is given in the writing of paragraphs, outlines, reports, descriptions, stories, and original composition on a variety of subjects. Attention is given to oral as well as to written composition. Supplementary reading of literary masterpieces is required. Much practical work and many illustrative examples are included, and the actual needs of the prospective teacher are kept in mind. Text-books: Canby and Opdycke's *Elements of Composition*; Woolley's *Handbook of Composition*.

42. ENGLISH LITERATURE.—2d quarter; 5 periods per week.—Miss Hoffman.

It is the aim of this course to acquaint the student with the best literary creations, with those men and women who have contributed largely to the growth of literature, and with the conditions under which literature has been created in the different ages, since the life and spirit of an age is reflected in its literature. A general view of the whole field of English literature is given, and an outline is made to show the great literary movements and epochs. Through such a study not only will the student be put in possession of a valuable fund of literary material, but also her mind will be enriched, and she will gain increased power of expression. Text-books: Halleck's *History of English Literature (Revised)*; Manly's *English Poetry*; special editions of classics to be selected during the course.

43. AMERICAN LITERATURE.—3d quarter; 5 periods per week.—Miss Hoffman.

It is the aim of this course to study the development of American literature, and to acquaint the student with its best productions, their authors, and the conditions that have produced them. The early formation periods, the New England renaissance, and more recent productions receive attention. Special study is given to Southern literature. Text-books: Halleck's *History of American Literature*; Watkins's *Primer of American Literature*, and special editions of classics to be selected during the course.

56-57-58. LANGUAGE STUDY AND METHODS.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Elizabeth Cleveland.

This course contains a brief review of higher grammar, devotes much time to poems and prose works—especially to those of heroic, or epic, quality—and considers at some length the teaching of reading, spelling, language, grammar, writing, and composition in the elementary school. Its object is to give to students who are preparing to teach in elementary schools additional drill in the subject-matter of the elementary curriculum, and the essentials of method in the teaching of the English branches. The course pre-supposes a good knowledge of these branches and the ability to use it. Text-books: Kittredge and Farley's *Advanced English*

Grammar; Baldwin's How to Write; Chubb's The Teaching of English; Goldwasser's Method and Methods in the Teaching of English; poems and prose selections.

61-62. LITERARY EPOCHS AND CRITICISM.—1st and 3d quarters; 5 periods per week; 61 repeated in 2d quarter.—Miss Elizabeth Cleveland.

This is an advanced course in literature and theme-writing. The aim is to make a careful and systematic study of a few of the more important literary periods. A portion of the course is given to a study of the English drama, and of Shakespeare as the great dramatic artist, student of the human heart, and teacher of ethics. Stress is laid upon the period of Romanticism, with Wordsworth as a center, and upon Tennyson and Browning as representative poets of the Victorian age. The course includes a study of the main principles of literary criticism, and specimens of literature are studied as illustrations of these principles.

64-65-66. READING.—1st, 2d, and 3d quarters; 2 periods per week.—Miss Hudson.

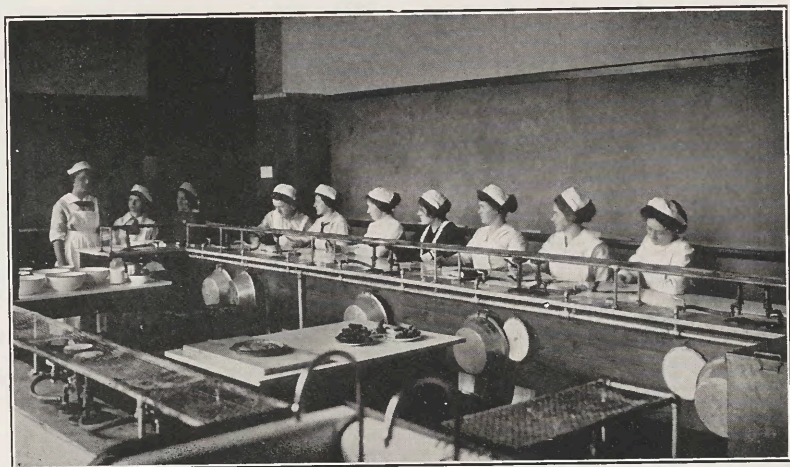
The purpose of this course is to develop in the student, by means of constant practice, the power to read aloud at sight in a simple and appreciative manner, so as to interpret the author's meaning and to convey his feeling.

67. HIGH SCHOOL ENGLISH METHODS.—2d quarter; 5 periods per week.—Miss Elizabeth Cleveland.

The purpose of this course is to give a more definite training with reference to teaching English in the high school. Besides the basal texts, specimen studies in advanced grammar, composition, and literary masterpieces will be taken up in class. Some attention will be given to the College Entrance Board examinations of recent years as a means of judging what kind of knowledge and what powers of organization the country at large expects of high school students. The opportunities afforded for frequent observation in one of the very best high schools in the state will be found of great value. Text-books: Chubb's *The Teaching of English in High Schools*; Thomas's *High School English*.

III. FOREIGN LANGUAGES

The courses in this department are all above high school grade, and no student will be admitted to them unless she has completed full work in the corresponding high school subject. To enter courses in Latin a student must have completed an accepted high school course including four years of Latin (four units); to enter courses in French a student must have completed an accepted high school course



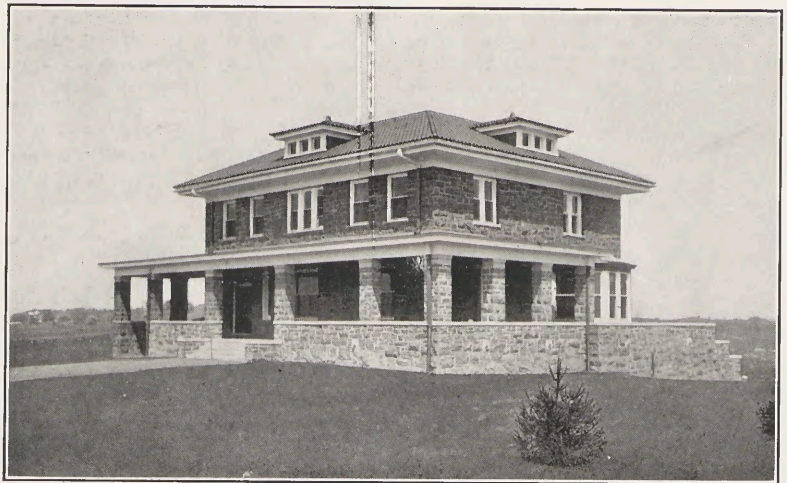
Cooking



Millinery and Dressmaking



Household Arts Club



President's House

including two years of French (two units); and to enter courses in German a student must have completed an accepted high school course including two years of German (two units).

51-52-53. ADVANCED LATIN.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Hoffman.

Selections from Livy will be read, and special attention will be paid to the character and value of Livy's history. Exercises in prose composition will be required, and with this will be a study of lyric poetry. The course will also include the reading of some of the odes of Horace. Text-books: to be selected.

54-55-56. ADVANCED FRENCH.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Annie Cleveland.

Translation into French of selections from good English writers; translation into English of modern French poetry and prose; sight-reading and parallel work required. Textbooks: Corneille's *Le Cid*; Moliere's *Le Misanthrope*; Racine's *Athalie*; and others.

57-58-59. ADVANCED GERMAN.—1st, 2d, and 3d quarters; 5 periods per week. (Not given in 1915-16.)

61-62-63. LATIN AND METHODS.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Hoffman. (Not given in 1915-16.)

A review will be made of high school Latin, and a study will be made of the best methods of teaching the subject. Careful attention will be given to pronunciation; declensions; conjugations; sentence structure; and the writing of English into Latin. The review will include Cæsar's Gallic Wars, Cicero's Orations, and Virgil's *Æneid*. Text-books: to be selected.

64-65-66. FRENCH AND METHODS.—1st, 2d, and 3d quarters; 5 periods per week. (Not given in 1915-16.)

67-68-69. GERMAN AND METHODS.—1st, 2d, and 3d quarters; 5 periods per week. (Not given in 1915-16.)

IV. GEOGRAPHY

1915-1916
Geography is one of the most valuable branches of the school curriculum, as it brings the school into contact with the world and the life and work of people in the various

sections of the world, and thus relates the pupil to society at large. It brings the unknown into the experience of the pupil through the medium of the known; and it cultivates habits of observation and comparison.

The laboratory method is used, as far as possible, in teaching this subject.

43. INDUSTRIAL AND COMMERCIAL GEOGRAPHY.—2d quarter; 5 periods per week.—Miss King.

The emphasis in this course is upon the social and industrial rather than the political and physical environments of man. The earth is considered as the home of man, the scene of his work, and the theater of his actions. Sections are studied with reference to their productions of raw materials and manufactured goods. Reference is made to the natural conditions that affect commerce, as climate, soils, winds, and currents. The location and growth of cities, transportation, exports and imports, food materials, textiles and manufactures, metals and minerals, forestry, immigration, and related topics are included in the course. The industrial life of our own state is considered at length. Throughout the course it is pointed out how social and economic conditions, habits, and customs are resultant from the geographic conditions of the environment. The future teacher is shown how to use this material in the schoolroom. Text-book: Redway's *Commercial Geography*.

57-58. ADVANCED GEOGRAPHY AND METHODS.—2d and 3d quarters; 5 periods per week.—Miss King.

This course pays special attention to "home geography." It reviews certain portions of general geography and deals with methods of teaching it in the different grades. Simple apparatus is planned and made by the students, field lessons are arranged, and courses mapped out. Attention is paid to map-reading and map-making. Pedagogical literature is studied, and a sound foundation for teaching the subject is sought. The work is made practical and is illustrated by lessons in the training schools. Text-books: Southerland's *Teaching of Geography*; Dodge's *Elementary and Advanced Geographies*.

62. PHYSICAL GEOGRAPHY METHODS.—2d quarter; 3 periods per week.—Miss King.

The course reviews the work in physiography usually completed in the high school and specific instruction is given in methods of teaching this subject. The order of the presentation of the subject-matter, and the arrangement of the topics are worked out so that the class may learn the best means for sustaining the interest in, and broadening the scope of, this study. Text-book: to be selected.

V. HISTORY AND SOCIAL SCIENCES

In the work in history the aim is to enable the student to interpret the society of which she is herself a part, and

her part in the social whole. To do this the development of civilization must be traced from the early historical ages to the present. History is studied as a connected story of man's life on the earth rather than as a jumble of disconnected facts. Together with the courses in ethics and sociology, the work in civics gives the student a conception of society and government and the relation of man to his fellow-men.

The school library contains a large number of carefully chosen historical works, and frequent references to these are given.

In addition to the courses indicated below, talks on ethics and on matters of current significance are made by members of the faculty and outsiders at the daily assembly. Current events are brought up for discussion in the different classes from time to time.

31-32. ANCIENT, MEDIÆVAL, AND MODERN HISTORY.
—1st and 2d quarters; 5 periods per week.—Doctor Wayland.

This course begins with a general survey of the history of the ancient world, particularly Greece and Rome, and covers mediæval history and modern history. The mediæval period is considered with the constant aim of showing in a concise way the development of the barbaric nations into the cultured peoples of modern Europe. In the modern period attention is directed especially to the growth and development of present institutions, and to the marvelous progress of the last century. Special attention is given to the history of England, France, and Germany. Text-books: Robinson & Breasted's *Outlines of European History, Parts I and II*, and Ogg's *Source Book of Mediæval History*.

33. ENGLISH HISTORY. — 3d quarter; 5 periods per week.—Doctor Wayland.

This is a general course in English history from the earliest times to the present, but special emphasis is placed on those portions which refer to constitutional development and those portions which have the most direct bearing on American history and institutions. The military history of England and her relations to foreign powers receive less attention than the social and industrial development of the nation and the political progress of the people. The course is valuable to all future teachers as furnishing a background for the teaching of United States history and civics. Text-books: Cheyney's *Readings in English History*; and Andrews's *A Short History of England*.

41. SOCIAL, ECONOMIC, AND INDUSTRIAL HISTORY.—
2d quarter; 5 periods per week.—Doctor Wayland.

This course makes a rapid survey of the chief topics in the history of our country which relate to its social, economic, and industrial progress. The development of other great commercial and industrial nations also receives some attention. The economic motives behind great historical events are pointed out. The great inventions and their part in the industrial revolution; modern factory and machine methods of production; modern transportation; modern methods of farming, and related topics are discussed. The position of the United States among commercial and industrial nations, and the place of our own state in the United States, are shown by comparisons. The course is of considerable help to teachers of geography and history in the graded or high school. Text-books: Burch and Nearing's *Elements of Economics*; Bogart's *Economic History of the United States*; etc.

42. RURAL SOCIOLOGY.—*3d quarter; 3 periods per week.*—Doctor Wayland.

The object of this course is to present in a brief and practical way some of the most significant facts as to the conditions of life in the country and the relations of the rural population as a whole, and especially as regards their work, their business welfare and interests, the character of their homes, and the social influences of community life in rural sections. The various agencies which may be made to contribute to the improvement of the means of communication, the homes, the schools, and the general well-being, are pointed out and discussed. The aim of the course is to give prospective teachers in rural communities a right understanding of country life and a proper attitude towards it, so that they may arouse in the minds of their pupils a love and respect for such life, and a keener appreciation of its great and varied possibilities. Text-books: Gillette's *Constructive Rural Sociology*; Eggleston and Bruère's *The Work of the Rural School*; etc.

47-58. AMERICAN HISTORY AND METHODS.—*58 given in 1st quarter; 47 in 3d quarter; 5 periods per week.*—Doctor Wayland.

The purpose of this course is to review and extend the study of American history, and to study the methods of teaching it in the grades of the elementary school. Additional materials are drawn from general history and English history. References are given to the best pedagogical literature on the subject. The work is made practical and is illustrated by lessons in the training schools. Text-books: Adams and Trent's *History of the United States*; MacDonald's *Documentary Source Book of American History*; Wayland's *How to Teach American History*.

61. SOCIOLOGY.—*1st quarter; repeated in 2d quarter; 5 periods per week.*—Doctor Wayland.

This course includes an analysis of the present social structure and conditions in the United States, of the more important elements in the existing form of industrial organization and the stages through which it

has been developed, of the needs of the different classes that have developed in America, and efforts that are being made to better their condition. The possibilities of education of the proper type in the direction of social betterment and the demands of sociology upon education, are dwelt upon. The work of the course enables the student to understand more clearly the spirit of the new education, and the reasons for the changes in the school curriculum. It also points out her duty to society and to the child in training him for a place in society. Text-books: Ellwood's *Sociology and Modern Social Problems*; Earp's *The Social Engineer*; etc.

62. ETHICS.—1st quarter; 3 periods per week.—Doctor Wayland.

This course makes a brief and elementary study of moral principles, the vital moral questions involved in human life and conduct, both as regards the individual himself and society; and an outline and examination of ideals for future guidance in right living is sought. Practical applications are made, and the work should result in giving the student a better comprehension of her relations to others and a working plan for teaching morals and manners in the school. Text-book: Myers's *History as Past Ethics*; Cabot's *A Course in Citizenship*.

63. AMERICAN GOVERNMENT.—2d quarter; 3 periods per week.—Doctor Wayland.

In this course an effort will be made to give the student an intelligent consciousness of civic duties and opportunities, together with some definite notions about the actual processes of everyday citizenship. The aim throughout will be practical, and the methods employed will approximate as nearly as possible the various experiences of civic life. Text-books: Beard's *American Citizenship*; etc.

VI. HOUSEHOLD ARTS

From practical, economic, and cultural standpoints the household arts may be considered liberal, since they open up to the student vast fields of knowledge and experience. Three fundamental needs of man have led to his commercial and social activities—namely, food, shelter, and clothing. The household arts deal with all three of these. The production, selection, and preparation of food; the planning, building, furnishing, decorating, and care of the home; the planning and making of articles of clothing, and the care of the same are all included under this head. This will involve the development of an æsthetic appreciation for the beautiful in architecture, in art, in textiles, etc. It will also lead to the acquisition of skill in the work of the home.

The general aim of the work of the department is to teach the art of right living, through the elevation of the ideals of the home and through the application of scientific principles to the management and work of the household. It is hoped that this very desirable instruction may be spread among the people of the state by sending out from our normal school young women trained in these subjects, to teach them to the children of the public schools and to influence the homes in the communities where they teach. Better, more attractive, and more sanitary homes will make better citizens and more efficient workers; and wholesome, well-prepared food will lessen intemperance and other evils.

Attention is called to the *Special Courses in Household Arts*, which have been arranged for those who wish to prepare themselves for supervisors or special teachers of these branches of school work, or who wish to prepare themselves for the work of the home as home-makers, house-keepers, etc., or as milliners and dressmakers.

41-42-43. SEWING AND TEXTILES.—1st, 2d, and 3d quarters; 4 periods per week; 41 repeated in 3d quarter.—Miss Moeschler.

This course is for beginners, but some knowledge of sewing is pre-supposed. It includes needle-work, simple machine-sewing, simple pattern-drafting, and garment-making. The students make working plans for typical problems in constructive sewing, learning the various hand-stitches and simple forms of machine-sewing directly on useful articles, including undergarments. All the fundamental principles of sewing are taught, and each problem is considered as it may be taught to children in public school work. Special attention is given to garment-mending and darning, with the idea that while in school the student will not only learn how to sew and how to teach sewing, but also will be able to apply her knowledge in properly repairing and caring for her own clothing. Topics in textiles such as the following are included: the manufacture of cotton, wool, silk, and linen, and manufacturing conditions which affect the hygienic, economic, and æsthetic value of the material; such tests as can be given for the recognition of admixtures and adulteration; the dyeing of textile fabrics and its relation to value; estimates for clothing for children and adults according to various standards. Laboratory fee: 50 cents per quarter.

44-45. HOUSEWIFERY.—1st and 2d quarters; 2 periods per week.—Miss Leftwich.

This course is very practical and contains much of value to teachers and homemakers. Among the topics studied are: the planning and construction of the house; sanitation; selection and cost of furnishings; labor-saving devices in and around the home; household service; organization; systematic methods of housekeeping; cost of living; cleaning processes and appliances; the cleaning and care of rooms, of furniture, and of metals. The students are expected to apply their knowledge to the care of their own rooms. Laboratory fee: 25 cents in the second quarter.

46. HOME NURSING.—1st quarter; 2 periods per week; repeated in 2d and 3d quarters.—Miss Leftwich.

The course includes work in home nursing, emergencies, and the care of children. Its purpose is to give a knowledge of what to do in cases of accident or other emergencies in the absence of a physician, to give ability to nurse cases of sickness in the home in an intelligent manner, and to prepare food for the sick in the home. This theoretical instruction is accompanied by practical demonstrations, and is valuable to the teacher in caring for her pupils in school as well as in the home. This course does not in any way aim to prepare young women as *trained nurses*. Laboratory fee: 25 cents.

47-48. COOKING.—1st and 2d quarters; 4 periods per week; 47 repeated in 3d quarter.—Miss Moeschler.

This is an elementary course in cooking, including the study of foods as to their general composition and nutritive value, the effect of heat upon foods and their preparation, cooking processes, food preservation, the management of utensils and stoves, and the planning, preparation, and serving of meals. Typical ways of cooking are studied, and common processes best suited to the material to be cooked are used. The selection, purchase, and cost of foods are also studied. It is the aim of the course to develop skill, efficiency, neatness, and definiteness in handling materials and apparatus. Students in this course must be provided with the uniform apron and cap, which are very inexpensive and may be made by the student before coming to the school or in the sewing class at the school. Directions for making the same may be obtained from the instructor. Bulletins issued by the United States Department of Agriculture are freely used. These are obtained free of charge. Laboratory fee: \$1.00 per quarter.

50. METHODS AND OBSERVATION.—3d quarter; 3 periods per week.—Miss Sale.

This course is designed to present the methods of teaching the subjects of this department in schools of all grades. It includes the planning and presentation of lessons, and considers certain topics in theory and principles which cannot be included in other courses.

51-52-53. ART NEEDLEWORK.—1st, 2d, and 3d quarters; 2 periods per week.—Professor Shriver.

This course includes practice in various kinds of embroidery and dec-

orative stitches used in clothing and household articles. Materials to be furnished by the student after consultation with the instructor.

54-55-56. ADVANCED TEXTILES.—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Moeschler.

This course continues the study of the textile fibers from the point of view of the purchaser. It includes a study of the manufacturing conditions which affect the hygienic, economic, and esthetic value of material; laboratory work with textile fabrics; microscopic and chemical tests. Estimates will be made for the cost of clothing.

57-58-59. ADVANCED COOKING.—*1st, 2d, and 3d quarters; 4 periods per week.*—Miss Leftwich.

This course pre-supposes course 47-48, or its equivalent, and advances on the work given in it. It includes class demonstrations of the principles and processes in cooking; the principles and practice of canning, preserving, jelly-making, and jam-making; the arrangement of menus with reference to special occasions; the combination of foods and the cost of same; the preparation and serving of meals. Special attention is given to the preparation of simple, as well as of more elaborate, dishes. The work is very practical, students being required to assume in turn the duties of hostess, guest, and waitress, as well as to prepare the food. The principles involved in the cooking of foods are studied and experiments made to illustrate them. The study of proportions, nutritive value, and cost, is also included, and flour-mixing and baking receive much attention. Laboratory fee: \$1.50 per quarter.

60. PRACTICE WORK IN HOUSEHOLD ARTS.—*1st, 2d, and 3d quarters; periods per week as directed.*—Miss Sale.

This work consists in assisting the head of the department in teaching, in taking charge of classes in the subjects of the department in the training schools, and in the performance of such duties of assistance in the management of the school housekeeping as may be assigned to the student from time to time. All practice teaching is preceded by observation of the work of the instructor, in order to familiarize the student with the methods of presenting the subject.

61-62. FOOD PRODUCTION AND MANUFACTURE.—*1st and 2d quarters; 2 periods per week.*—Miss Leftwich.

This course includes lectures and reading, varied with excursions to manufacturing establishments, and reports on the process inspected. A study is made of the preparation of the various staple foods from the raw state to the finished product in marketable form, and this includes a discussion of the composition and cost of the available materials. Such subjects as cereals, fruits, vegetables, sugars, meats, dairy products, etc., are considered. The processes of drying, salting, smoking, canning, and preserving are discussed, together with the question of adulteration and substitution.

63. HOUSEHOLD MANAGEMENT.—3d quarter; 4 periods per week.—Miss Leftwich.

This course includes the study of such home problems as household accounts; household service; apportionment of time; house furniture; maintenance, cleaning, repairs; the menu.

64-65. LAUNDERING.—1st and 2d quarters; 2 periods per week.—Miss Leftwich.

This course presents the principles and processes included in laundering work; space, equipment, and materials required for the work in the home; cost of equipment, care, and uses; the process of laundering: sorting, soaking, removal of stains, disinfecting; the best method of handling cotton, linen, silk and woolen garments; colored materials. Experiments with soaps, bluing, starches, etc., in general use in homes; a study of the home laundry *vs.* steam laundry. Laboratory fee: 25 cents per quarter.

66-67-68. DIETETICS.—1st, 2d, and 3d quarters; 4 periods per week.—Miss Leftwich.

This course includes the planning of well-balanced dietaries for persons of different ages, occupations, and financial circumstances; a careful consideration of the nutritive value of foods in health and disease; a review of the chemistry and physiology of digestion; the nutritive functions of protein, fats, and carbohydrates; the discussion of modern dietary standards and their application to practical problems with especial reference to limitation of cost. Laboratory fee: \$1.00 per quarter.

69-70. THEORY AND PRACTICE OF TEACHING THE INDUSTRIAL AND HOUSEHOLD ARTS.—1st and 2d quarters; 3 periods per week.—Miss Sale.

This course is designed to continue the methods of teaching the subjects of this department in schools of all grades as begun in 50. It includes the consideration of courses of study; their relation to the school curriculum, the pupils, and the school conditions; the planning and presentation of lessons; the planning of equipment, etc. It also considers certain topics in theory and principles which cannot be included in other courses.

71-72-73. MILLINERY.—1st, 2d, and 3d quarters; 2 periods per week.—Professor Shriver.

This course includes the planning, construction, and trimming of hats, beginning with the use of foundation materials. The designing and drafting of paper patterns is followed by making hat frames from buckram to be cut and wired and covered and trimmed in various styles. Wire frames are constructed by given dimensions and from approved models and fashion plates. These are covered and completed in various ways. The renovation of old material and remodeling of old hats is

also considered. This course is useful to those who wish to teach domestic art or to obtain such training for personal use. Students provide, subject to the approval of the instructor, suitable materials, the finished work being the property of the students after the annual exhibition.

74-75-76. DRESSMAKING.—1st, 2d, and 3d quarters; 4 periods per week.—Professor Shriver.

This course pre-supposes the work of course 41-42-43. It includes the fundamental principles of dressmaking, the drafting, making, and adjusting of patterns to measurement, the fitting of garments, etc. Students provide, subject to the approval of the instructor, suitable materials for the work, the finished work being the property of the students after the annual exhibition. Laboratory fee: 50 cents per quarter.

77-78-79. HOUSEHOLD ARTS DESIGN.—1st 2d, and 3d quarters; 6 periods per week.—Professor Shriver.

In this course instruction will be given in the fundamental principles of design and applications made to textiles and costumes. Color harmony will receive much attention. Many patterns and illustrations in leading fashion magazines will be studied. Problems of costume design for the individual will be worked out. This course also includes a study of house decoration. Laboratory fee: 50 cents per quarter.

81. NUTRITION.—1st quarter; 6 periods per week.—Miss Leftwich.

This is an elementary course in food economics. It will consider in a practical manner the functions and nutritive values of foods, the nutritive requirements of the human body, the feeding of families, and the cost of food as related to other family expenditures. The laboratory method will be used as far as possible. Laboratory fee: \$1.00 per quarter.

82-83. HOME COOKERY AND TABLE SERVICE.—2d and 3d quarters; 6 periods per week.—Miss Leftwich.

This is a practical course with laboratory work throughout. It will include the planning of breakfasts, luncheons, dinners, and suppers; the purchasing of the necessary supplies; the preparation of the materials for cooking and serving; the cooking of the food; the preparation of the table and dining-room; the serving of the meal; the management of kitchen and dining-room service; and the preservation and use of left-over materials. Considerations of economy, attractiveness, and nutritive value, will receive constant attention. In addition to the study of home meals; some attention will be given to the preparation of children's school lunches; to the feeding of the sick and of infants, and to the planning and management of social functions, where comparatively large numbers are to be served. The large number of social occasions in the student life at the school give ample opportunity for practice beyond that of the regular laboratory work. Laboratory fee: \$1.50 per quarter.

84-85. MARKETING.—*1st and 2d quarters; 2 periods per week.*—Miss Leftwich and Miss Moeschler.

In this course will be taken up problems connected with the purchasing of food and other household supplies, such as linen, furnishings of various sorts, utensils and appliances. In addition to a consideration of the sources of supply, seasons, and prices, a study will be made of methods of selection, quality tests, and proper quantities for various purposes. Avoidance of waste and buying to the best advantage will be the constant aim.

87-88. HOUSEHOLD ACCOUNTS.—*1st and 2d quarters; 2 periods per week.*—Miss Leftwich.

This course will consider the family revenue and its proper use, with practice in the keeping of accounts showing income and expenditures for all household purposes. The making of a family budget, the regulation of expenditures, the relation of expenditures to standards of living, methods of saving and of protection, will be included.

91-92-93. TRADE MILLINERY.—*1st, 2d, and 3d quarters; 10 periods per week, with 15 additional periods per week for laboratory practice.*—Professor Shriver.

The purpose of this course is to train young women for the milliner's trade, and the work will be conducted along lines followed in the commercial shop as far as practicable. The entire process of the fashioning, making, and trimming of hats will be followed; and sufficient practice will be had throughout to give skill in the work. Hats suitable for various seasons and occasions, both simple and elaborate, will be completely finished in the work. Students will furnish their own materials with the advice and approval of the instructor. Either quarter of this course may be taken separately, but inasmuch as the different seasons will be considered in different quarters it is advisable for all students to pursue the course through three quarters to its completion.

94-95-96. TRADE DRESSMAKING.—*1st, 2d, and 3d quarters; 10 periods per week, with 15 additional periods per week for laboratory practice.*—Professor Shriver.

The purpose of this course is to train young women for the sewing and dressmaking trade, and the work will be conducted along lines followed in commercial practice as far as possible. The designing, cutting, and making of garments; fitting, modelling, draping, and handling of materials; and selection of goods, will be carefully studied and sufficient practice will be had throughout to give skill in the work. Costumes suitable for various seasons and occasions, both simple and elaborate, will be finished in the work. Students will furnish their own materials with the advice and approval of the instructor. Either quarter of this course may be taken separately, but inasmuch as the different seasons and different grades will be considered in different quarters it is advisable for all students to pursue the course through three quarters to its completion.

VII. MANUAL ARTS

Educators discovered long ago the value of the manual activities as a medium of expression for children, and as a means of acquiring a large body of experience and information in a natural and effective way. It is now generally accepted that handwork leads children to think more for themselves and to express more clearly what they think; that it makes them more self-reliant; that it develops individuality; and that it trains to habits of accuracy, neatness, attention, perseverance, industry, economy, etc. In addition to these desirable elements in personal character, it has been demonstrated that such training enables the individual to get a better understanding of the world and his place in it, and prepares him to become a productive unit in society. It brings the school into closer touch with the world outside, and it permits the pupil to take a part in the life and work of the world, and also helps to a better understanding of the various branches of the school curriculum.

The demand for instruction in the manual arts has been steadily increasing throughout the South in recent years, and the need of suitably prepared teachers has been felt very strongly.

With this end in view the courses of this department are arranged to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves to teach the subject in a practical and economical way—using native materials and simple and inexpensive equipment.

The *Special Course in Industrial Arts* is offered for those who wish to prepare themselves for positions as supervisors or special teachers of these branches.

34-35-36. DRAWING FOR PRIMARY GRADES.—1st, 2d, and 3d quarters; 2 periods per week; 34 repeated in 3d quarter.—Miss Mackey.

The work of this course is planned to cover the drawing suitable for the first four years of the elementary school. It includes work in

pencil, chalk, water color, crayons, and brush and ink. Students furnish their own materials, which are very inexpensive.

41-42. **HANDWORK FOR PRIMARY GRADES.**—*2d and 3d quarters; 2 periods per week.*—Miss Mackey.

This course includes the processes and materials suitable for use in the handwork of the first four grades, such as raffia, cord, paper, cardboard, clay, etc. Correlation with drawing and other branches of the primary grades is noted. Laboratory fee: 50 cents per quarter.

47-48-49. **RURAL TEACHERS' COURSE.**—*1st, 2d, and 3d quarters; 4 periods per week.*—Miss Sale and Miss Mackey.

This course is a combination of practical work in wood, basketry, and other hand work especially suited to the rural school. Some of the problems will be as follows: chair mending, caning, putting in seats of shuck, rush, split, and cord; furniture mending; restraining; making of shuck mats, baskets, etc.; use of whiteoak splints for baskets of all sizes; honey-suckle baskets, mats, and jardinieres; cat-tail rushes for trays, chair- and stool-seats; willow baskets; grass baskets and trays; cutting, dyeing and weaving of rugs on hand looms made from box lumber and twigs; booklet making; work in wood from dry goods boxes and other wood easily obtained for rural schools—articles to be useful in school and home. Laboratory fee: 50 cents per quarter.

51-52-53. **ADVANCED HANDWORK.**—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Mackey.

This course includes a further study of materials used in handwork, how much needed, where obtained; useful reference books, magazines; correlation possible or desirable in the public schools; more difficult problems in basketry, clay, leather, metals, and wood; book making; book binding; a study of courses of study. Laboratory fee: 50 cents per quarter.

54-55-56. **DRAWING FOR GRAMMAR GRADES.**—*1st, 2d, and 3d quarters; 2 periods per week.*—Miss Mackey.

In this course the student continues still-life drawing and the study of the principles of perspective. Some attention is given to simple landscape work in charcoal and color. Students furnish their own materials, which are very inexpensive. Course 34-35-36 is pre-requisite to this course.

57-58-59. **APPLIED DESIGN.**—*1st, 2d, and 3d quarters; 4 periods per week.*—Professor Shriver.

In this course a study will be made of the application of the principles of design to projects in wood, metal, cloth, leather, and clay. The chief aim of the work will be to teach the importance of design in the selection of articles for the home, to develop a taste for attractive and artistic fur-

nishings, and to give some practical experience in the making and decorating of articles to be used in the home.

60. PRACTICE TEACHING IN MANUAL ARTS.—*1st, 2d, and 3d quarters; periods per week as directed.*—Miss Sale.

This includes practice teaching of lessons in manual arts branches in the training schools, or in the elementary classes of the department. Students teach under supervision and subject to the criticism of the instructors of the department; they plan lessons and discuss lessons, before and after giving them, with the instructors. All practice teaching is preceded by observation of the work of the instructors in order to familiarize the student with the methods of presenting the subject.

64. ART APPRECIATION AND HISTORY.—*1st quarter; 3 periods per week; repeated in 2d and 3d quarters.*—Miss Hudson.

This course has for its aim the development of an appreciation for the best works of art and a knowledge of the leading facts in the history of art. To this end a study is made of the chief characteristics of ancient, mediæval, and modern painting, sculpture, and architecture, and the lives of the masters. The lectures are illustrated with the electric lantern and reproductions and pictures of fine examples of art.

67-68-69. WOOD WORKING.—*1st, 2d, and 3d quarters; 4 periods per week.*—Miss Sale.

This course pre-supposes course 47-48-49, or its equivalent, and in it larger projects in bench-work in wood are attempted. Special attention is given to constructive design. Laboratory fee: \$1.00 per quarter. This fee does not cover the cost of materials for special pieces of wood-work made for the individual use of the student; in such cases the student pays for the material, the article becoming her property after the annual exhibition.

VIII. MATHEMATICS

The subject of mathematics has always occupied an important place in the curriculum; and, on account of its direct practical value, it is not likely that it will ever lose its place. In whatever grade the teacher may be called upon to work she will need a knowledge of mathematics and of how it should be taught. Students are found deficient in this subject perhaps more frequently than in any other of the regular branches. The aim of this department is first to make up any deficiencies that may appear in the previous preparation of the student, and then to give her a knowledge of the

best methods, together with a more extended study of the subject-matter. Many teachers fail in teaching because they are ignorant of business methods and practices; and so they fail to command the respect of patrons and pupils. This is particularly true as regards mathematics. Therefore the department gives special attention to business forms and methods and to the application of the branches of mathematics to practical purposes.

In addition to making students familiar with the principles and processes that are directly applicable to practical questions, the work in mathematics cultivates habits of clear and logical thought and expression. The effort is also made to develop a spirit of original and independent work, as far as practicable. The unity of the subject of mathematics through all its branches is shown, and the thorough grounding of the student in the underlying principles is sought.

31-32-33. ALGEBRA.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Lancaster.

This is a general course covering the entire field of high school algebra. The fundamental operations are thoroughly taught, after which the class is advanced as rapidly as is consistent with good work. The course connects algebra and arithmetic, generalizing and broadening the mathematical truths and principles found in the latter, and is found useful by the prospective teacher of arithmetic, as it makes clearer its more abstract processes. This course is a pre-requisite for advanced mathematics. Text-book: Wells and Hart's *New High School Algebra*.

34-35-36. PLANE GEOMETRY.—1st, 2d, and 3d quarters; 5 periods per week.—Miss Lancaster.

This course covers the work as usually given in the high school and much emphasis is placed on original propositions. This work is correlated with arithmetic and algebra. Text-book: Wentworth-Smith's *Plane Geometry*.

51-52. INDUSTRIAL ARITHMETIC.—1st and 2d quarters; 2 periods per week.—Miss Lancaster.

This course aims to provide for the mathematical problems which arise in the industrial courses of the school, in the home, and on the farm. Text-book: Burkett and Swartzel's *Farm Arithmetic*.

53-54-55. SOLID GEOMETRY AND TRIGONOMETRY.—
1st, 2d, and 3d quarters; 5 periods per week.—Professor
Smithey.

Solid Geometry: The work in solid geometry covers the first half of the session, and includes the usual theorems and exercises of standard texts. A large number of original exercises are required. Text-book: Wentworth-Smith's *Solid Geometry*.

Trigonometry: The last half of the session is devoted to the study of trigonometry. The work includes definitions and relations of the six trigonometric functions as ratios, circular measure of angles, proofs of the principal formulas, solution of trigonometric equations, theory and use of logarithms, and the solution of right and oblique triangles with practical applications. Text-book: Robbins's *Plane Trigonometry*.

56. ARITHMETIC REVIEW.—1st quarter; 5 periods per week.—Miss Lancaster.

In this course a review is made of the arithmetic of the elementary grades, special drill being given in the fundamental operations of integers, common and decimal fractions and the simple business applications of percentage. Text-book: Wentworth-Smith's *Complete Arithmetic*.

57-58. ADVANCED ARITHMETIC AND METHODS.—2d and 3d quarters; 57 repeated in 3d quarter; 5 periods per week.—Miss Lancaster.

This course aims in the work given in 57 to make a thorough study of arithmetic so that the future teacher may know the subject and its applications to business, and in the work given in 58 to trace briefly the historical development of the subject and to present the essential methods of teaching arithmetic in the elementary grades, beginning with the fourth. Observations, illustrating the work of the grades, are made in the training school, for class-room discussion. Text-books: *Advanced Arithmetic* (to be selected); Smith's *The Teaching of Arithmetic*; McMurry's *Special Method in Arithmetic*.

61-62. ADVANCED ALGEBRA AND METHODS.—1st and 2d quarters; 5 periods per week.—Professor Smithey.

This course includes (1) a thorough review of intermediate algebra and the following topics: inequalities, variation, complex numbers, series, undetermined coefficients, permutations and combinations, probability, binomial theorem for any exponent, determinants; and (2) the teaching of algebra in secondary schools, special attention being given to approved methods. Text-books: Hall & Knight's *Algebra for Schools and Colleges*; Young's *The Teaching of Mathematics*.

63. GEOMETRY METHODS.—3d quarter; 5 periods per week.—Professor Smithey.



Student-Teacher with Class in Nature Study



In the First Grade, Training School



The Campus in Winter



The Campus in Summer

This course is designed to prepare teachers to teach geometry. The best approved methods are used and an effort is made to show the relationship between algebra and geometry. Text-book: Smith's *The Teaching of Geometry*.

IX. MUSIC

It is important that the ear be trained, even if only to a limited extent, in order that the individual may be capable of appreciating to some degree the beauties of sound. It is important that the voice be trained so that the individual may be better able to express his feelings. We must recognize also the value of music in bringing individuals together into sympathetic companionship and co-operation, it being one of the most potent social influences in this respect. Not less important is its refining, cultural influence, and the good effect of the right kind of singing upon the speaking voice.

Educators agree that music is a real means of growth towards the deeper appreciations of life, and it should be the duty of every teacher, through song and music, to awaken in her pupils these appreciations of the beautiful. To do this, she herself must love and know the vast number of beautiful child songs,—the nature songs, those of the child's activities, those of the home and affections. These belong to the child rightfully, and with their wealth of poetic fancy and melody can be made a positive means of expression of the beautiful.

31. VOCAL MUSIC—*Individual Instruction*.—Miss Fay.

Students who desire to take individual lessons in vocal music may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$12.00 per quarter, for two lessons per week.

32. PIANO MUSIC.—*Individual Instruction*.—Misses Lida P. Cleveland and Hoffman.

Students who desire to take individual lessons in piano music may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$12.00 per quarter, for two lessons per week.

33. STRINGED INSTRUMENTS.—*Individual Instruction.*
—Professor Harmon.

Instruction is provided for the violin, guitar, banjo, mandolin, and harp. Students who desire to take individual lessons in any of these instruments may arrange with the instructor. The grade of work will be adapted to the needs of the students. Beginners as well as advanced students are taken. Tuition fee: \$12.00 per quarter, for two lessons per week.

37-38-39. SIGHT SINGING.—*1st, 2d, and 3d quarters;*
2 periods per week.—Miss Fay.

This course seeks to give the student independence in learning songs, and the ability to sing them with accuracy and true musical feeling. It includes development of the sense of rhythm; mastery of the major and minor scales, and their common chords; and the study of intervals. The songs studied form a valuable repertoire for use in the schoolroom. No knowledge of music, musical experience, or even ability to carry a tune is required for entrance.

47-48-49. ADVANCED VOCAL MUSIC.—*1st, 2d, and 3d*
quarters; 2 periods per week.—Miss Fay.

This is a continuation of the preceding course. The work consists of voice-training, development of the sense of difficult rhythm, study of the construction of the major, minor, and chromatic scales, free reading of new music, and ear-training work. Emphasis is placed on song-interpretation.

57-58. SCHOOL MUSIC FOR PRIMARY GRADES.—
2d and 3d quarters; 2 periods per week.—Miss Fay.

The work of this course is largely collective. The members of the class select the best primary songs from every available source, learn to sing them, and to teach them, by actual experience in teaching the class as a whole. The course also provides excellent methods for leading the child through experience to a realization of the fundamental elements in music—rhythm and pitch.

59. SCHOOL MUSIC FOR ADVANCED GRADES.—*3d*
quarter; 2 periods per week.—Miss Fay.

This course is similar in nature to course 57-58, but is adapted to the needs of the advanced grades.

62. MUSIC APPRECIATION AND HISTORY.—*3d quarter;*
3 periods per week.—Miss Fay.

This course seeks to give the student some knowledge of the musical masterpieces, so that she may recognize them when heard and learn to

appreciate the best in musical art. A brief study is made of the history of musical development so as to familiarize the student in a general way with the various schools and their chief representatives.

X. NATURAL SCIENCE

This department embraces at present the courses in physiology and hygiene, botany, zoölogy and geology, physics, and chemistry. Courses in nature study and agriculture may be found under the head of "Rural Arts."

The work of the department tends to develop the student's power of observation and judgment; it acquaints her with natural objects and phenomena and enables her to appreciate more fully the wonders of nature. The aim is not to turn out scientists or experts in any division of science, but to give a general scientific knowledge, elementary, but valuable. The work is adapted to the needs of teachers in the elementary and high schools, and attention is paid to methods of teaching elementary science under ordinary school conditions with little or no equipment.

31. BOTANY.—*1st quarter; 6 periods per week.*—Miss King.

This course studies plants, their form, structure, habits, and environment. Typical specimens are chosen for detailed study. Special attention is paid to the common domestic plants and to the economy of plant life. Field and laboratory work are included, and students will be given the opportunity to collect sets of specimens for use in teaching elementary science in the grades of the public schools. Methods of procuring and preserving materials, of conducting simple experiments and demonstrations, and of presenting lessons under ordinary public school conditions are considered. Text-book: Andrews's *Practical Course in Botany*.

32. ZOOLOGY.—*2d quarter; 6 periods per week.*—Miss King.

This course studies animals, including birds and insects, their structure, habits, and environment. Some attention is given to classification and determination of species, but the briefness of the course prevents detailed work in this direction. The course takes the same general direction as course 31 above. Text-book: Linville and Kelley's *Zoölogy*.

33. GEOLOGY.—*3d quarter; 6 periods per week.*—Miss King.

The object of this course is to familiarize the student with the most important facts of geology through a study of certain common geologic formations, pictures, and reference-books. Emphasis is put on those portions which are especially useful in illustrating geography. Field work forms a considerable part of the course. Text-book: Blackwilder & Barrows's *Elements of Geology*.

34-35-36.—HOUSEHOLD PHYSICS.—1st, 2d, and 3d quarters; 5 periods per week, with additional periods for laboratory work.—Professor Johnston.

This course includes text-book work, lectures, and recitations, demonstrations and individual experiments. It differs, however, from the usual type of physics study, in that its object is to present those phases of the subject which enter into the daily household life. Each important principle is introduced by means of some well known application; it is then carefully explained; and larger applications are sought as a means of clinching it. The pedagogical principle of going from the known to the unknown, and illustrating the unknown by means of the known is strictly followed throughout the year's work. Individual experimentation is required from the class, but the problem to be worked out is always a practical one, such only as closely touches the life of the student. The mechanical appliances of the home; heat in the home; electric heating, cooking, and lighting appliances; optical and musical instruments; and other topics that may increase the efficiency of the home-maker, are made the basis of individual study and investigation. The sewing machine becomes, thus, a center for the discussion of a large number of mechanical principles; and the student's experiments are directed to the determination of the laws of physics as exemplified in this household necessity. In such a treatment of the subject there is no loss to one who wishes a general knowledge of physics; but there is a decided gain to the exponents of this subject as a pre-eminently practical branch that should furnish ideas for daily application. Text-book: Lynde's *Physics of the Household*; for experimental work, the National Education Association monographs, and other special "studies" for this purpose.

41. PHYSIOLOGY AND HYGIENE.—1st quarter, 5 periods per week; repeated in 2d and 3d quarters.—Miss Bell.

The aim of this course is (1) to give a brief but comprehensive survey of the subject in such a way as to induce in the student an understanding of the vital importance of the right conduct of physical life in herself as a teacher, and a knowledge of how to care intelligently for the bodily welfare of the pupils entrusted to her; (2) to show teachers how the subject may be made more interesting and personally helpful to children, and what parts to select for emphasis in the different grades. Charts, drawings, and anatomical models are used to assist in the instruction, and lectures are given from time to time by physicians of the town of Harrisonburg on practical subjects, such as how to detect diseases of children, dental hygiene, bacterial diseases, etc. Text-book: Martin's *Human Body*, Briefer Course.

44-45-46. INORGANIC CHEMISTRY.—1st, 2d, and 3d quarters; 5 periods per week, with additional periods for laboratory work.—Professor Johnston and Miss Moeschler.

This course includes text-book work, lectures and recitations, demonstrations and individual experiments, arranged to develop, in an elementary way, the subject of inorganic chemistry. While one aim of the course is to suit the needs of those who will not later continue the study of the subject, yet, as the foundation work is rational in method, the same plan fulfills perfectly the requirements of those who are making it introductory to a more advanced course. Effort is constantly made to awaken interest by calling attention to materials and processes used in the household and in commerce; a basis is afforded for interpreting new phenomena and understanding new applications as they are met with in everyday life; and the role of chemistry in the prevention of industrial waste is dwelt upon sufficiently to emphasize the practical value of a knowledge of the science. The especial interests and needs of the sex for which the course is intended determine to a large degree the emphasis laid upon the various phases of the subject. Text-book: Alexander Smith's *Elementary Chemistry* and the *Laboratory Outline* designed to accompany this text. Laboratory fee: \$1.00 per quarter. A deposit of \$2.00, to ensure against breakage of equipment, is required at the beginning of the session, and is returnable at the end of the course.

57. ANALYTICAL CHEMISTRY.—1st quarter; 5 double periods per week.—Professor Johnston.

The work of this quarter is intended, not to make analytical chemists, but to supply a sufficiently complete treatment of qualitative analysis to serve as a basis of much practical work in general household chemistry. A foundation is laid, also, in this study of the metals for a more effective handling of general chemical analysis. The work is conducted for the greater part by laboratory methods; frequent oral examinations, written tests, and discussions aid in bringing out the essential points connected with the work; reference reading and written reports are required in special phases of the subject. A careful laboratory record of individual experimentation is kept. Text-books: Newell's *Inorganic Chemistry* and Dennis and Whittelsey's *Qualitative Analysis*. Laboratory fee: \$1.00 per quarter. A deposit of \$2.00, to ensure against breakage of equipment, is required at the beginning of the quarter, and is returnable at the end.

58-59. HOUSEHOLD CHEMISTRY.—2d and 3d quarters; 5 periods per week, with additional periods for laboratory work.—Professor Johnston.

This includes a study of such chemistry as finds application to everyday life. The analysis of textiles, soils, plant-foods, water, milk, and foods of all types; the testing of food preservatives, paints and oils; the determination of food values; the detection of coal-tar dyes; the identification of vegetable colors; examinations of such substances as tooth-powders, headache powders; a study of adulterations, raffia dyeing, and the chemistry of stains,—suggest the general character of the work of this course. The preparation of a large number of typical chemical compounds of value to the intelligent householder, and the economic phase of a practical knowledge of the subject in relation to the home, are important points of emphasis. Text-books: Allyn's *Elementary Applied Chemistry* and Snell's *Household Chemistry*. Laboratory fee: \$1.00 per quarter. A deposit

of \$2.00, to ensure against breakage of equipment, is required at the beginning of the course, and is returnable at the end.

61. BOTANY AND ZOOLOGY METHODS.—1st quarter; 5 periods per week.—Miss King.

In this course plants and animals are given a thorough and scientific study, not only from the required text-books, but very largely from the subjects themselves. These specimens are obtained with care, and the effort is made to make the work vital and interesting. Special attention is given to the arrangement and presentation of the subject-matter. Text-books: to be selected.

XI. PHYSICAL EDUCATION

An all-round development of the individual requires careful attention to the physical as well as to the mental side. Among the qualifications of a good teacher is good health, and upon this are dependent in large degree certain other important qualifications, as pleasing personality and good disposition. Attainments in scholarship are dependent, in large measure, upon physical strength and freedom from disease.

The department of physical education has been established for the accomplishment of two aims: (1) to give every student the opportunity to acquire physical health and vigor, so far as possible, in a recreative and pleasant manner, thus freeing her from the constant strain of study; (2) to give future teachers proficiency in exercises suitable for use in the different grades of the public schools for developing bodily vigor in the children under their care.

The necessary apparatus for healthful physical exercise indoors is provided; and tennis courts, basket-ball and hockey fields, running-track, etc., are laid out in suitable locations on the school grounds.

Students are required to attend classes for systematic instruction twice each week, as stated in the Schedules of Courses. No student will be excused except by the *School Physician*. The gymnasium uniform suit and shoes are required of all students who have work in physical education.

31-32-33. GYMNASTICS.—1st, 2d, and 3d quarters; 2 periods per week; 31 repeated in 3d quarter.—Miss Hudson.

This course includes tactics, light apparatus work, indoor games, and instruction in personal hygiene. In the tactics are included plain and fancy marching, class evolutions and floor formations, which are not only helpful in the personal development of the student, but also suitable for use in public school work with children. In the light apparatus work dumb-bells, Indian clubs, wands, etc., are used in various drills. The instruction in personal hygiene considers the body as an organic machine, and considers the means of preserving and improving the health and efficiency of the human mechanism.

41-42-43. GYMNASTICS.—1st, 2d, and 3d quarters; 2 periods per week.—Miss Hudson.

This is in general the same as course 31-32-33, but is intended for Sophomores and others who have had some instruction in the use of hand apparatus, in drills and tactics. Beginners should take course 31-32-33.

51-52-53. GYMNASTICS.—1st, 2d, and 3d quarters; 2 periods per week.—Miss Hudson.

This course is in general the same as course 41-42-43, but is intended for Juniors. Beginners should take course 31-32-33.

60. ATHLETICS.

This includes outdoor exercise of various kinds, such as walking, running, lawn tennis, basket-ball, field hockey, etc. Students are encouraged to participate in these outdoor exercises, under the direction and advice of the instructor, and teams are organized for competitive games.

61-62. GAMES.—1st and 2d quarters; 2 periods per week; repeated in 2d and 3d quarters.—Miss Hudson.

This course considers certain exercises suitable for pupils of the various grades of the schools. Students are made familiar with a varied list of games and plays suitable for both indoor and outdoor use, and with exercises which may be given to the children in the public schools without the use of apparatus and under ordinary schoolroom conditions. The needs of the different grades of school work are considered. The place of physical culture in the education of the child, the principles underlying physical culture, and methods of teaching it in the schools, are considered. Attention is also given to the arrangement of play-grounds and their supervision. Text-book: Johnson's *Education by Plays and Games*.

XII. RURAL ARTS

Our state is destined to remain largely an agricultural

state, and if our public schools are to serve the people in the largest measure, they must not neglect the branches which lie nearest the life and interests of so large a proportion of the people.

Young women who go into the rural communities to teach must adjust themselves to the life of the community; they must take a sympathetic interest in its welfare. They must be intelligent and appreciative participants in the work and interests of the people with whom they come in social and business contact. Teachers should understand the environment of their pupils, and their instruction should be influenced by this environment.

Country boys and girls must be taught that country life has its advantages, its honors, and its rewards as well as city life. The country school should be a center from which radiate influences making for the enrichment of country life. It should interest its pupils in the life, the work, and the interests of the farm and the home, for it should give an appreciation for such things and an intelligent knowledge of them.

This school endeavors to give its students the training of mind and heart and hand which will fit them for efficient service in rural schools, and for intelligent and appreciative participation in the life of rural communities. It does not attempt to train farmers; it cannot be expected to turn out agricultural experts. Its work is limited to those phases of farm life in which women usually, or frequently, or may properly, participate, and to that portion of agricultural instruction which may be given in elementary and high schools.

The school is located in the midst of one of the finest agricultural and fruit-producing sections of the state, and fine facilities are at hand for the observation of farming and fruit-growing operations on a large scale.

51. NATURE STUDY.—*1st quarter; 4 periods per week.*
—Miss King.

This course is designed to make the student a nature lover and

to acquaint her with some of the elementary facts of all the sciences in the phases that appeal to children, and to discuss the spirit, aims, and methods of nature study in the schools. The immediate aims of the work are to learn how plants grow; how to help them to grow; how animals, birds, insects, and worms help or hinder them in growing; and the value and use of plants. Field trips for observation and collection of specimens are made from time to time. Laboratory work supplements the outdoor work. Text-book: Holtz's *Nature Study*.

53. SCHOOL GARDENING.—3d quarter; 4 periods per week.—Miss King.

This is a course in nature study in which almost the entire time is given to actual work in school-gardening, in which are treated such topics as laying off a garden, how it should be dug, cultivated, and fertilized, what vegetables and what flowers may be raised to mature during the school session, the effect of certain insects for good or for bad, and other interesting questions arising during the process of cultivation. Text-book: Parsons's *Children's Gardens*.

54-55. AGRICULTURE.—1st and 2d quarters; 4 periods per week.—Miss King.

The purpose of this course is to acquaint the student with the general field of elementary agriculture. It combines the descriptive and the experimental. It includes a consideration of the working and fertilizing of the soil; the planting of seeds; the cultivation of crops; the rotation of crops; descriptions of different varieties and breeds of domestic plants and animals; plant propagation and culture; combating insects, fungus, and weed enemies of the garden; corn judging; elementary stock judging; the home garden; the school garden; elementary questions of farm economy; the location of barns, stock-pens, etc. The work includes lectures, reading of references, observation and experiments in the laboratory and outdoors. Special attention is given to the needs of teachers. Making collections for school use and outlining the teaching of agriculture under ordinary school conditions, receive careful consideration. Text-book: Brooke's *Agriculture*.

56. POULTRY-RAISING AND BEE-CULTURE.—3d quarter; 4 periods per week.—Miss King.

This is a brief practical course especially for students who expect to specialize in Rural Arts or Household Arts, with a view to teaching these subjects, or to taking charge of country households. It considers: (1) Poultry-raising, the varieties of fowls, their care, the location and construction of houses and yards, sanitation, incubation, brooding, feeding, improvement of stock, eggs and their uses as food. (2) Bee-culture, location and arrangement of hives, manipulation of bees and hives, gathering and caring for honey, etc. Text-book: Lewis's *Poultry keeping*.

INFORMATIONAL AND STATISTICAL

SOME SPECIAL FEATURES OF THIS SCHOOL

1. It is a practical, vocational school, established by the state for the training of Virginia girls for teaching, for home-making, and for gainful occupations. Its work is officially recognized by the granting of state teachers' certificates for the completion of its courses.

2. The school is open practically the *entire year*. Any three quarters of work will constitute a full year for credit, whether they are consecutive or not.

3. A number of different courses are offered, to meet varying needs. The length of time required to complete a course varies from one to four years.

4. The courses are planned to accomplish *definite results in each year*. This arrangement enables the student to take a short and intensive course or a continued and extensive one, as fits her particular needs.

5. This school offers work in the industrial subjects in addition to the regular normal branches. Special courses and unusually fine facilities are offered for preparation to teach, or supervise, these special subjects.

6. This school is the first institution in the state, and the only one at present, to offer courses for the preparation of young women for vocations other than teaching. It is now giving courses of training for the millinery and dress-making trades and for homemaking.

7. Special attention is paid to training for work in the *rural schools*, and for this special facilities are provided.

8. The location is unsurpassed for healthfulness. The grounds are extensive. The entire scheme for the complete school plant was planned in the beginning.

9. Everything is up-to-date and progressive. Being a new school, it is bound by no tradition; and being unbiased by questions of the past, it can be made to fit our own time and the conditions and needs of the present.

10. A student government and honor system ensures the highest standards of student life and gives the moral benefits of a democracy.

11. *Those who intend to teach are charged no tuition. Text-books may be bought at minimum prices. Board is furnished at cost. All expenses are thus made very low.* Opportunity will be offered, as far as possible, for worthy students to "work their way through school."

12. The school has a large faculty of specialists.

RELIGIOUS WELFARE OF STUDENTS

Being a state institution, this school is, of course, strictly undenominational. Each morning during the school session an assembly is held and chapel exercises conducted, but the greatest care is taken to make the exercises thoroughly non-sectarian. The ministers of the town churches are asked, from time to time, to speak to the students and to take part in these chapel services.

Harrisonburg is a church-going community. There are eleven white churches in the town, representing the following denominations: Baptist, Church of the Brethren, Church of Christ, Episcopal, Hebrew, Lutheran, Methodist, Presbyterian, Reformed, Roman Catholic, United Brethren in Christ. These churches and the Sabbath Schools connected with them are doing active work, and all students are cordially welcomed in them. At the beginning of a student's connection with the school, she is asked to state the church which she is in the habit of attending at home, and she will be expected to attend regularly the services of the same denomination in Harrisonburg while a student of the school. Compulsory attendance on such services will not be enforced, but all students will be urged to attend some

church as far as possible. Most of the denominations are represented in the school faculty.

Early in the history of the school the students organized a branch of the Young Women's Christian Association, which holds a weekly devotional meeting, the exercises being conducted by its members, with occasional talks made by members of the faculty and other invited speakers. There are weekly classes in Bible study and missions. This organization contributes to the social life of the school by welcoming new students and giving informal entertainments during the year.

PHYSICAL WELFARE OF STUDENTS

One of the strongest points in favor of the location of this school at Harrisonburg is the situation with reference to health conditions. The pure and bracing mountain air, the abundant supply of clear, sparkling water from pure mountain springs, the excellent drainage and sewerage system, the beauty of the surrounding valley and mountain scenery, the absence on the one hand of the noise and dirt of the city, and on the other hand of the seclusion of the country, make the situation as nearly ideal as one could wish. Such surroundings must certainly contribute to right thinking and noble living and to sound minds in sound bodies.

The students are *required* to take some form of physical exercise daily during the sessions of the school unless excused by the *school physician*. The required exercise is not violent in any way and is very beneficial. Equipment for physical culture is provided and is used under the direction of a trained specialist. In inclement weather such exercise is performed indoors, and in fair and warm weather, outdoors as far as practicable.

The school has been remarkably free from sickness, especially that of a contagious type. In cases of sickness the students are given every needed attention by the Matron

and the School Physician. A modern hospital has been erected on a lot adjoining the Normal School grounds. In case of serious illness the best medical attention may be secured through this institution. Parents are immediately informed if their daughters are sick. All students taking their meals at the school dormitory will receive necessary medical attention from the regularly appointed School Physician, and all such work is under his personal direction.

In connection with the work in Physical Education two tennis clubs, four basketball teams, and two hockey teams, are organized. The athletic events are managed by the Athletic Association.

SOCIAL WELFARE OF STUDENTS

The people of Harrisonburg socially are cordial and hospitable. Many cultured homes are open to the young ladies of the school. The churches, through their Sunday Schools, young peoples' societies, and ladies' organizations offer opportunities for social intercourse. Wholesome development of the social side of student life is necessary and valuable, and organizations for promoting the social welfare of the students are encouraged. Receptions and social evenings are held; and entertainments, public lectures, and musicals are given from time to time.

Three Literary Societies have been organized, the Lee, the Lanier, and the Stratford, each gaining through the emphasis of a special phase of literature work the splendid advantages of well-conducted associations for this purpose. The schedule of meetings provides for a program from one of the Societies each week; these programs are of a highly interesting and helpful nature, including debates, special papers of all kinds, music, and dramatic productions. These Societies are well-attended by an enthusiastic group of young ladies, keenly alive to the opportunities that may come through organization for self-improve-

ment and the mastery of many of the practical things of life.

Under the auspices of the department of music, a chorus has been organized; and the departments of industrial arts, household arts, and kindergarten training have organized clubs.

Care is taken that all social affairs be kept within the bounds of propriety for young ladies, suitable chaperonage being provided at all times; and they are not allowed to interfere with the progress of the student's work in the school.

EXCURSIONS AND ENTERTAINMENTS

The Valley of Virginia is replete with historical interests and natural curiosities. Excursions can be readily arranged to Weyer's Cave, Luray Cave, the battlefields made famous during the Valley Campaign, and many other points of interest.

Owing to the great agricultural wealth of this section of the State, the various industrial activities, and the natural formations of the surrounding country, the classes in history, rural arts, and the sciences have many opportunities for practical observation.

During the year the students hear excellent lectures, recitals, and concerts. During the past year the entertainment course has included, among others, Frederic Martin, Frank Ormsby, Olive Kline, Madame Labadie, and Jules Falk. A company of Woodland Players each spring presents three excellent plays in the open-air auditorium. At various times during the session dramatic and musical entertainments are given by the students. All these entertainments are beneficial and may be enjoyed at a very moderate cost.

PUBLICATIONS

The Normal Bulletin is published by the school four

times a year, in January, March, May, and November. One of these numbers is the Annual Catalogue, one is the Summer Quarter Announcement, and the other two are special numbers to be used for various purposes of extension work. The following numbers contain some practical suggestions for the teacher, especially in rural schools:

March, 1911, Supplement—Report of Extension Work in Rural Schools of Rockingham County.

November, 1911—Suggestions for Girls of the School Leagues.

January, 1912—Suggestions for Rural Schools.

November, 1912—Course of Study of the Training School.

November, 1912, Supplement—Household and Manual Arts in Rural Schools.

January, 1913—Leisure for Farm Women—A Study in Rural Sociology.

November, 1913—Best Things from Best Communities—A Study in Rural Sociology.

January, 1914—Practical Work for Rural Schools.

January, 1915—The Shenandoah Valley in History and Literature.

The students publish each June an annual, *The School-ma'am*, which contains much matter of interest to themselves and their friends. The book is abundantly illustrated, and vividly reflects the student life of the session.

TEXT BOOKS

The books to be used in the various classes are selected by the instructors, and are, for the most part, named in connection with the courses on the foregoing pages. They may be brought from home or may be purchased at the school supply room in Science Hall. New books will be sold at cost plus the expense of handling, and second-hand books may usually be purchased very reasonably. Many of the textbooks may be re-sold to the supply room at the close of the term, provided they are in good order. Stationery, postage, and other supplies may be purchased at the supply room. *Only cash sales will be made at the supply room, and positively no credit accounts will be kept.*

In some of the classes the work is largely reference work, and the references may be found in the school library. Students will not be asked to purchase any more books than are absolutely necessary in their class-work.

APPOINTMENT COMMITTEE

A record is kept of every student who attends the school. This includes (1) a statement of the student's preparation and teaching experience, if any, before she enters the school; (2) a record of her work during her attendance; and (3) a record of her work after leaving. The Committee aims to be of service in bringing students of the school who are being trained for positions as teachers to the attention of educational authorities who are seeking such aid.

Great care is taken to recommend for any position only such as are considered entirely competent and well suited for the particular work. The management of the school cannot bind itself to procure positions, still it is ready to do everything possible to see that its students are located where they can be of service to the State. The services of the school rendered in this way are offered entirely free of charge to all parties concerned.

Division Superintendents, School Boards, and others desiring competent teachers, are urged to write to the President of the school, giving information about the positions to be filled. Correspondence is invited at all times concerning the work of persons who are in attendance at the school.

ALUMNÆ ASSOCIATION

The purpose of this Association is to keep the school in touch with its graduates; to acquaint them with its work, its plans, and its needs; to further their interests in all possible ways; and to promote fellowship and association among them by providing opportunity for annual reunions. The Association is now organized on a permanent basis, and is in a flourishing condition. Some of its activities are the observance of Alumnæ Day during Commencement, the keeping of an accurate list of the names and addresses of the graduates of the school, and the support and direction of the Alumnæ Senior Aid Fund.



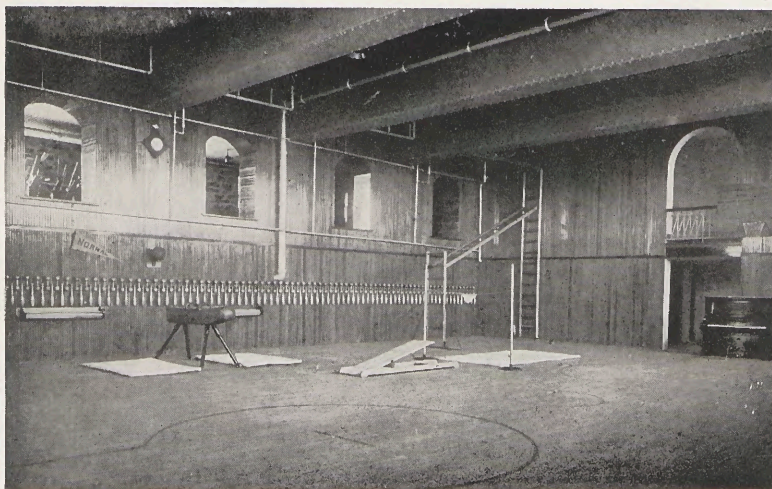
Racket Club



Field Hockey Teams



Open-Air Auditorium



Part of the Gymnasium

EXPENSES

Tuition: In the Fall, Winter, and Spring Quarters, for students who obtain state scholarships, or for those who have taught in the public schools of Virginia, NO TUITION is charged; but for Virginia students who have not taught and who do not expect to teach, and for all students from other states than Virginia, a tuition fee of ten dollars (\$10.00) per quarter, or thirty dollars (\$30.00) for the ordinary school session of nine months, is charged in regular courses.

In the first term of the Summer Quarter no tuition is charged; but in the second term of the Summer Quarter a tuition fee of six dollars (\$6.00) is charged every one.

For private lessons in music, vocal, piano, or violin, a tuition fee of twelve dollars (\$12.00) per quarter is charged. This covers two thirty-minute lessons per week. No charge is made for music taken in classes.

For part-time courses tuition is charged on the basis of the foregoing statements and in accordance with the number of classes taken, the amount to be arranged in each case at the time of registration.

Registration: Each student is required to pay a registration fee of three dollars (\$3.00) per quarter, except in the Summer Quarter. This fee admits her to all lectures, recitals, and entertainments given under the auspices of the school, but does not include entertainments given by the students.

Board: For students living in the school dormitories, or in rooms rented by the school and taking their meals in the school dining-room, the charge for board is forty-five dollars (\$45.00) per quarter in the Fall, Winter, and Spring Quarters, or one hundred and thirty-five dollars (\$135.00) for the nine months' session. In the first term of the Summer Quarter the charge for board is twenty-four dollars (\$24.00), and for the second term of the Summer

Quarter it is eighteen dollars (\$18.00). This covers furnished room, food, heat, light, laundry, and service—all *necessary living expenses*.

Board may be paid in three monthly installments of fifteen dollars (\$15.00) each, if preferred; but it must be positively understood that all board must be paid at the *beginning* of the month—three months being counted in each quarter, regardless of the number of weeks or days in the quarter.

In the Summer Quarter the full amount of board must be paid at the beginning of each term. No dormitory rooms will be reserved for less than a full term or quarter.

The rate of board by the week is four dollars and a half (\$4.50), and by the day is one dollar (\$1.00). If any one who pays in advance finds it necessary to leave before the end of the term for which the board has been paid, a rebate will be issued for the difference (if any) calculated at the monthly, weekly, or daily rate, as the case may be.

Students cannot be permitted to occupy rooms in the boarding department of the school unless their board is paid promptly. The boarding department is conducted on a strictly cash basis, in order to give the best board possible at the lowest cost. No bills are sent out.

No reduction or rebate will be allowed for board for an absence of less than two weeks, and then only in case of sickness or for some equally good reason. Students entering late in a quarter will be charged from the beginning of the quarter, unless they are as late as two weeks, in which case, if the reason for late entrance is satisfactory to the management, they will be charged for the remainder of the month in which they enter at the weekly rate, and for the remainder of the quarter at the rate of fifteen dollars (\$15.00) per month.

Board outside the dormitories can be obtained at practically the same rates, but students must make settlements with the ladies with whom they board.

Books and Supplies: The cost of text-books varies from six dollars (\$6.00) to fifteen dollars (\$15.00) for the year according to the classes in which the student is registered, but this amount may be greatly reduced by re-selling the books.

Regulation suits are required for use in physical education and are furnished by the school at cost. This suit, with shoes, costs six dollars (\$6) and will last throughout an entire course of several years.

In certain laboratory courses, fees will be charged for the use of materials, as stated in connection with the description of courses in the foregoing pages.

For students taking private instruction in piano music a fee of one dollar and a half (\$1.50) per quarter will be charged for the use of a piano for daily practice.

A fee of seventy-five cents (\$.75) will be charged for a certificate and one dollar and a half (\$1.50) for a diploma.

All fees of every character are payable invariably *in advance* at the beginning of the quarter, and no payments except those for board are subject to rebate or refund in case the student leaves before the end of the term.

SUMMARY OF EXPENSES FOR A SESSION OF NINE MONTHS

For students holding State Scholarships or having taught in the public schools of the State, and taking regular courses:

| | | |
|--|---------|---------|
| Registration at \$3 per quarter | \$ 9.00 | |
| Board at \$45 per quarter | 135.00 | |
| Suit for Physical Education | .00 to | \$ 6.00 |
| Fees for Laboratory Materials (estimated)..... | .00 to | 3.00 |
| Books (estimated) | 6.00 to | 15.00 |

Total for the session.....\$150.00 to \$168.00

FINANCIAL AID TO STUDENTS

Tuition in this school is free to those who hold State Scholarships, and also to those who have taught in the public schools. Board and other necessary expenses are kept at minimum figures. In Harrisonburg there are few calls

upon the student for extra expenses. Simplicity and neatness of dress without extravagance are encouraged, and our Matron and other lady members of the faculty will co-operate with students and advise them on points of economy and help them to do necessary shopping to the best advantage.

While all students should have, at entrance, some money for necessary living expenses, the sum need not be very large. The management of the school will endeavor to provide means whereby no student who does faithful work will ever be forced to leave the school simply because of lack of means.

Employment: A number of opportunities for remunerative employment are open to those who need financial assistance. These positions require work in the school office, library, and dining-room. On account of the nature of the duties to be performed new students are not eligible for positions in the office and library. All the employees in our dining-room are students, and many young women have worked their way through their entire course in this way. In view of the large number of applicants for these positions, the school cannot promise that such a place will be available in every case, but applications will be received and positions given wherever possible. While the effort is made to prevent these positions from interfering with the school work of the students holding them, it is not possible to excuse student employees from any school requirements, and in most cases it will be necessary for such students to take slightly less than the full amount of class-work, which may necessitate attendance for a somewhat longer period than would otherwise be required.

State Scholarships: The Act of the Legislature establishing the school provides for the attendance, without charge for tuition, of a certain number of students, said students to be nominated for the scholarships by the Division Su-

perintendents of Schools in their respective counties and cities. Any young lady desiring an appointment as a State Student should apply to the President of this school for an application blank upon which full directions are given. An application blank may be found at the end of this catalogue. All students applying for scholarships must fulfil the requirements for admission as stated herein. The scholarship entitles the holder to *free tuition* (not board) during her residence at the school. Persons who have taught in the public schools of Virginia will also be given scholarships.

State Loan Fund: The State Legislature has made provision for the establishment of a students' loan fund, from which sums not to exceed \$100 annually may be lent to worthy students on proper security at four per cent. interest. Applications for the use of this fund should be made to the President of the school.

Alumnæ Fund: The graduating class of 1911 established an aid fund for the use of worthy students who find it impossible to meet all their expenses in completing their courses. The classes of subsequent years have added a considerable sum to the original amount. For the present the use of this fund will be limited to Seniors, and application should be made to the President of the school.

Caroline Sherman Fund: The Fairfax County Chapter of the Daughters of the American Revolution has very generously placed at the disposal of the school an aid fund for the use of members of the graduating class who find it impossible to meet their entire expenses in completing their work. This fund has been named in honor of Mrs. Caroline C. A. Sherman, who as an officer and member of the Fairfax County Chapter has been an untiring worker for the advancement of public education. Applications for assistance from this fund should be presented to the President of the school.

Lynn Normal Scholarship: A scholarship valued at

\$150 per year has been established by Mr. R. Lee Lynn, of the S. H. Heironimus Company, Roanoke, Virginia, for which graduates of the Roanoke City High School are eligible. Application should be made to the Superintendent of Public Schools, Roanoke, Virginia.

Daughters of the Confederacy Scholarship: A scholarship valued at \$135 per year has been established by the Virginia Division of the United Daughters of the Confederacy. Application should be made to Mrs. J. McA. Wilson, Chairman of the Educational Committee, Portsmouth, Virginia.

Aid Funds: The foregoing scholarships have been of very great assistance to a number of worthy young women; and it is hoped that other friends of education will provide in the near future "aid funds" for the students of this school. Sums from such funds can be lent to worthy students, to be returned after they have begun teaching and have had time to earn enough to reimburse the fund. This should appeal to persons of means as a most worthy manner in which to invest money and reap a manifold return in the influence which a trained mind may exert on the rising generation. Any sum, large or small, contributed to the school for this purpose, will be faithfully used and greatly appreciated by the management and by students. *A scholarship to cover all of a student's expenses for one year may be provided for only \$150. Scholarships covering all or a part of a student's expenses and bearing a name designated by the donor will be established upon receipt of the necessary sum.* The President of the school will be pleased to correspond with any person on this subject.

GRADUATES AWARDED DIPLOMAS

JUNE 9, 1914

REGULAR NORMAL COURSE

| | |
|----------------------------------|-------------------------|
| Corinne Bowman | Rochelle, Va. |
| Josephine Bland Bradshaw | McDowell, Va. |
| Margaret Anderson Burke | Palls, Va. |
| Tracie Etelka Burtner | Harrisonburg, Va. |
| Erma Eiler Cline | Harrisonburg, Va. |
| Cecile Audrey Grasty | Crozet, Va. |
| Kathleen Chevallie Harless | Christiansburg, Va. |
| Lydia Audrey Jones | Goshen, Va. |
| Florence Arabelle Keezell..... | Keezletown, Va. |
| Leila Guy Marshall..... | Nortonville, Va. |
| Rosa Lee Maupin | Free Union, Va. |
| Patty Goode Phaup | Moseley's Junction, Va. |
| Mary Wilma Procter | Lowmoor, Va. |
| Mary Lewis Silvey | Amisville, Va. |
| Ida Belle Via | Free Union, Va. |
| Mary Almira Yowell | Rochelle, Va. |

PROFESSIONAL COURSE

| | |
|---------------------------------|----------------------|
| Susie Vaughan Baker | Shenandoah, Va. |
| Mary Juliet Caldwell | New Castle, Va. |
| Frances White Carpenter | Charlottesville, Va. |
| Veva Clifton Clarke | Culpeper, Va. |
| Mary Abbott Cook | Danville, Va. |
| Mary Jennette Ellis | Lumberton, Va. |
| Selina Cecil Higgins | Eunice, N. C. |
| Alpha Vane Holcombe | Portsmouth, Va. |
| Agnes Martin Lake | Lakota, Va. |
| Virginia Fisher Leach | Front Royal, Va. |
| Agnes Stuart McCown | Lexington, Va. |
| Mary Wilson McCown..... | Lexington, Va. |
| Annie Miller | Harrisonburg, Va. |
| Richie Avice Roane | Staunton, Va. |
| Carolyn Rebecca Ruan | Bedford City, Va. |
| Margaret Virginia Rubush | Buena Vista, Va. |
| Susan Estaline Sale | Fairfield, Va. |
| Elizabeth Frances Saville | Murat, Va. |
| Eva Waugh Steger | Pulaski, Va. |
| Mary Jordan Stone | Bedford City, Va. |
| Margaret Virginia Tardy..... | Lexington, Va. |
| Clara Mae Thompson | Rocky Point, Va. |
| Helen Bowman Wine | Staunton, Va. |

KINDERGARTEN TRAINING COURSE

| | |
|------------------------------|------------------------|
| Virginia Ruth Buchanan | Petersburg, Va. |
| Eddy Christine Markham..... | Mosley's Junction, Va. |
| Bessie Sue Turner | Salem, Va. |

HOUSEHOLD ARTS COURSE

Anna Rachel Allen Stephenson, Va.
Sarah Virginia Brown Wytheville, Va.
Mary Neville Dogan Manassas, Va.
Susan Fechtig Heyser Hagerstown, Md.
Mamie Olive Livick Staunton, Va.
Irene Vincent Meserole Harrisonburg, Va.
Elizabeth Lewis Mitchell Bedford City, Va.
Mary Inez Wilson Canton, N. C.

INDUSTRIAL ARTS COURSE

Florence Esther Allen Stephenson, Va.
Leone Irene Reaves South Boston, Va.

JULY 24, 1914

PROFESSIONAL COURSE

Mary Wallace Buck Front Royal, Va.
Atha May Spitzer Broadway, Va.

HOUSEHOLD ARTS COURSE

Mary Carter Buckner Cartersville, Va.

AUGUST 31, 1914

REGULAR NORMAL COURSE

Lillian Vernon Gilbert Lynchburg, Va.
Mary Elizabeth Marshall Roseland, Va.

PROFESSIONAL COURSE

Sallie Florence Rome Newport News, Va.
Bessie Wilson Scoggin Petersburg, Va.

KINDERGARTEN TRAINING COURSE

Winifred Elizabeth Campbell Hagerstown, Md.

HOUSEHOLD ARTS COURSE

Mary Lancaster Smith Richmond, Va.
Janet Adelia Williamson Driver, Va.

INDUSTRIAL ARTS COURSE

Elsie Naomi Shickel Roanoke, Va.

REGISTER OF STUDENTS

FOURTH, OR SUMMER, QUARTER, 1914

| Name | *County or City |
|------------------------------------|-----------------|
| Adams, Jessie L..... | Halifax |
| Alderson, Mattie Belle..... | Russell |
| Algood, Helen | Dinwiddie |
| Alphin, Ora Virginia | Botetourt |
| Alverson, Helen Dimple | Danville |
| Amos, Mattie Katherine | Prince Edward |
| Anderson, Mrs. Blanche | Nelson |
| Anderson, Grace | Amelia |
| Anderson, W. Elizabeth | Rockbridge |
| Argenbright, Effie Constance | Frederick |
| Armistead, Sallie Bland..... | Prince George |
| Armstrong, Adeline M. | Highland |
| Arnold, Edgar | Winchester |
| Artz, Sydney W. | Shenandoah |
| | |
| Babb, E. Geneva | Southampton |
| Ballard, Myrtie Lewis | Charlottesville |
| Ballew, Clara E. | Halifax |
| Banks, Julia Ford | Essex |
| Barger, Serena Rives | Rockbridge |
| Barnes, Bertha | Staunton |
| Barnhart, Bessie Ellen | Franklin |
| Barrett, Sallie | Southampton |
| Bauserman, Myrtle Sale | Rockingham |
| Beale, Nola Bernice | Southampton |
| Beaman, Sadie Hunter | Southampton |
| Beamon, Mary Lee | Nansemond |
| Bean, Isadore | Nelson |
| Bell, Alice McClung | Botetourt |
| Bell, Herman L. | Rockingham |
| Bendall, Annie May | Fauquier |
| Bennett, Katie Maphis..... | Warren |
| Bernard, Ethel Nell | Franklin |
| Berry, Eva Mae | Madison |
| Berry, Ellaoise Douglas | Bedford (City) |
| Berry, Grace Woodward | Madison |
| Berry, Mary Amiss | Texas |
| Billhimer, Louise Iva | Rockingham |
| Bishop, Girtha Lane | Albemarle |
| Blake, Helen Rha | Alexandria |
| Bohanan, Miss E. P. | South Richmond |
| Bolen, Beulah Everton | Fauquier |
| Bonts, Mae Lee | Rockingham |
| Borden, Margaret A. | Norfolk (City) |
| Bosserman, Mary Christian | Augusta |
| Boteler, Mabel Harland | Fauquier |
| Bowman, Anna R. | Fairfax |
| Bowman, Effie Miller | Rockingham |
| Bowman, Iva May | Rockingham |
| Bowman, Mary Lee | Franklin |
| Bowman, Otis | Warren |

| | |
|------------------------------|--------------|
| Bowman, Stella | Shenandoah |
| Brand, Marian Suley | Texas |
| Branum, Leona | Rockingham |
| Brent, Helen Sames | Lancaster |
| Bridge, Ruth | Loudoun |
| Brinkley, Florence | Nansemond |
| Brock, Anna Marian | Fairfax |
| Brock, Thomas Owen | Rockingham |
| Brooks, Cotha Irene | Mathews |
| Brown, Evelyn Glenmore | Hanover |
| Brown, Fannie | Culpeper |
| Brown, Gertrude Evelyn | Rappahannock |
| Brown, Gladys | Shenandoah |
| Brown, Leila | Wythe |
| Brown, Lelia Moncure | Fauquier |
| Brown, Mary Augusta | Cumberland |
| Brown, Pinkie Alice | Rockbridge |
| Brown, Sarah Virginia | Wythe |
| Brown, Virginia | Rockingham |
| Brown, Zelle Quinland | Lynchburg |
| Bryant, Bertha Rhea | Rockbridge |
| Buck, Mary Wallace | Warren |
| Buckins, Sadie Kester | Petersburg |
| Buckner, Mary Carter | Cumberland |
| Burgess, Estelle Josephine | Fauquier |
| Burks, Blanche M. | Charlotte |
| Burks, Mary I. | Nelson |
| Burns, Stella | Russell |
| Byrd, Annie Rives | Rockingham |
| Callender, Bessie Wills | Dinwiddie |
| Callender, Ella Garland | Dinwiddie |
| Campbell, Mabel Helen | Amherst |
| Campbell, Winifred Elizabeth | Maryland |
| Carden, Mabel | Charlotte |
| Cary, Ione Patten | Montgomery |
| Catlin, Ruth A. | Bedford |
| Chapman, Adah Lenore | Wise |
| Cheatham, Lucile | Nansemond |
| Chiple, Anna Bell | Frederick |
| Clark, Rosa Elsie | Madison |
| Cline, Aldie Birdie | Augusta |
| Cline, Leda | Augusta |
| Cline, Tenney Sanger | Rockingham |
| Coates, Lillian | Halifax |
| Cobb, Lucy Ellis | Sussex |
| Coffman, Lena May | Shenandoah |
| Coffman, Nellie Frances | Rockingham |
| Cole, Lena Maude | Rockingham |
| Collier, Ona Lurle | Rockingham |
| Collins, Kate Merryman | Augusta |
| Coope, Leona Elizabeth | Augusta |
| Cooper, Lena Ella | Shenandoah |
| Corley, Daisy Deane | Fauquier |
| Craig, Elizabeth M. | Roanoke |
| Crawford, Bessie Virginia | Augusta |
| Creekmur, Ann Elizabeth | Portsmouth |
| Crider, Minne Florence | Rockingham |
| Cromer, Louie Elizabeth | Rockingham |

| | |
|----------------------------------|----------------|
| Daugherty, Marguerite | Frederick |
| Daughtrey, Jennie Hosie | Nansemond |
| Davidson, Elmyra Haines | Wythe |
| Davis, Alma Rebecca | Fairfax |
| Davis, Winnie Clarke | Cumberland |
| Dean, James L. | Rockingham |
| Dean, Virginia Kerne | Frederick |
| De Maine, Julia Lewis | Alexandria |
| Diehl, Hattie Burr | Dinwiddie |
| Diehl, Willie Estelle | Dinwiddie |
| Dillon, Leta Whitfield | Prince Edward |
| Dixon, Lucy Lillian | Rockbridge |
| Dixon, Odessa Agnes | Rockbridge |
| Dobyns, Mary Ann | Carroll |
| Dodd, Minnie Lula | Nelson |
| Donald, Selma Elizabeth | Rockbridge |
| Donaldson, India | Loudoun |
| Donovan, Evelyn Leona | Rockingham |
| Dorsey, Lynn Frances | Clarke |
| Douglas, Sarah Cason | Norfolk (City) |
| Dove, Effie Ethel | Rockingham |
| Doyle, Virginia { | Rappahannock |
| Driver, Arlene | Rockingham |
| Driver, Linnie Rosamond | Rockingham |
| Duncan, Mattie Burwell | Franklin |
| Dunivin, Kate May | Rockingham |
| Duvall, Helen Beatrice | Fairfax |
| | |
| Eakin, Sue | Botetourt |
| Early, Leah Ruth | Rockingham |
| Earman, Myrtle Virginia | Rockingham |
| Eidson, Miss L. E. | Augusta |
| Elder, Addie Lee | Campbell |
| Eldred, Harriet Lorraine | Fauquier |
| Eley, Annie J. | Southampton |
| Evans, Katye Bell | Frederick |
| Everett, Stuart Rebecca | Nansemond |
| Exall, Alice Buckner | Essex |
| Eye, John Rosser | Rockingham |
| | |
| Falls, Jessie | Bedford |
| Fansler, Shirley Elizabeth | Winchester |
| Fauber, Della R. | Rockbridge |
| Fauber, Ethel B. | Rockbridge |
| Faulconer, Bettie | Orange |
| Faulkner, Sally | Halifax |
| Fawcett, Susan Stabler | Alexandria |
| Fawley, Grover | Rockingham |
| Ferguson, Therie | Surry |
| Fetters, Amy E. P. | Roanoke (City) |
| Fisher, Katherine | Shenandoah |
| Fitzgerald, Ethel May | Augusta |
| Flick, Bessie May | Rockingham |
| Ford, Annie H. | Lynchburg |
| Ford, Mary Lee | Madison |
| Fox, Katy Malinda | Shenandoah |
| Fox, Leslie Alice | Warren |
| Freeman, Carrie | Sussex |

| | |
|---------------------------------|----------------|
| Fulcher, F. Dana | Amherst |
| Fuller, Idora | Sussex |
| Fultz, Marvin P. | Rockbridge |
| Funkhouser, Ruth | Rockingham |
| Furr, Mabel | Loudoun |
| Furr, Sarah Elizabeth | Loudoun |
| Garber, Anna Lourina | Augusta |
| Garbar, Clara Margaret | Rockingham |
| Garber, Evie | Augusta |
| Garber, Grace Edna | Augusta |
| Garber, Mary | Augusta |
| Garber, Ola Belle | Augusta |
| Gardner, Margaret Mildred | Nelson |
| Garnett, Mary Giles | Charlotte |
| Garvin, Katharine Miller | Clarke |
| Gee, Maria Maud | Lunenburg |
| Gibbs, Anna Louise | Shenandoah |
| Gibson, Ella Stuart | Frederick |
| Gilbert, Lillian Vernon | Campbell |
| Gilliam, Annie Claiborne | Nansemond |
| Gilliam, Annie Gay | Cumberland |
| Gilliam, Annie Jeffrey | Prince George |
| Gilliam, Hattie Belle | Prince Edward |
| Glascok, Dora | Fauquier |
| Glick, Vada Virginia | Rockingham |
| Glovier, David Franklin | Rockingham |
| Godwin, Emily J. | Northampton |
| Good, Annie Ellen | Shenandoah |
| Good, Oliver C. | Frederick |
| Goode, Nellie Fearson | Loudoun |
| Gover, Ada Catherine | Frederick |
| Gound, Mary Margaret | Rockbridge |
| Graham, Mary Cosby | Loudoun |
| Gray, Mary J. | Winchester |
| Greene, Mary Julia | Portsmouth |
| Green, Ocie Mattie | Stafford |
| Grehan, Elizabeth C. | Alexandria |
| Grigsby, Betty | King George |
| Grigsby, Lily Fones | King George |
| Grover, Carrie Virginia | Norfolk (City) |
| Haight, Elizabeth Barlow | Fairfax |
| Haight, Helen Hill | Fairfax |
| Hall, Gertie Belle | Rockbridge |
| Hall, Mary Elizabeth | Westmoreland |
| Hamilton, Bessie | Mecklenburg |
| Hamilton, Eva | Mecklenburg |
| Hamilton, Margie Lee | Roanoke (City) |
| Hammers, Annie Sue | Rockingham |
| Hammers, Mamie Ethel | Rockingham |
| Hamrick, Hazel Columbia | Augusta |
| Hamrick, Tessa | Augusta |
| Haney, Ethel Cornelia | Mtgomery |
| Hankins, Essie Frances | Roanoke |
| Hankley, Cora Lee | Halifax |
| Hardaway, Virginia Etna | Nottoway |
| Harding, Ada M. | Augusta |

| | |
|------------------------------------|-----------------|
| Harman, Ethel | Rockingham |
| Harman, Leona Florence | Rockingham |
| Harman, Mary Louise | Rockingham |
| Harmon, Willie Edith | Dinwiddie |
| Harper, Ella Chloe | Rockingham |
| Harris, Frances Martha | Culpeper |
| Harris, Gertrude | Warren |
| Harris, Pearl Jackson | Warren |
| Hart, Bessie S. | Fauquier |
| Hartman, Edna D. | Rockingham |
| Harvey, Annie Y. | Westmoreland |
| Harvey, Elsie M. | Henrico |
| Haskins, Mary Edward | Mecklenburg |
| Hauer, Hazel Marie | Alleghany |
| Hazlewood, Hannah | James City |
| Headley, Pearl Iola | Frederick |
| Heatwole, Lelia Bruce | Rockingham |
| Helbert, Altie M. | Rockingham |
| Helbert, Birdie M. | Rockingham |
| Henderson, Mabel Almedia | Alexandria |
| Hendricks, Mary W. | Cumberland |
| Henson, Nellie | Clarke |
| Hess, Ira Virginia | Roanoke |
| Hess, Winoa | Rockingham |
| Hevener, Sallie May | Augusta |
| Higgs, Beulah Agnes | Rockingham |
| Hill, Annie Sue | Nelson |
| Hill, Sallie Lewis | Nelson |
| Hiscock, Mary Catherine | Dinwiddie |
| Hisey, Bertha Catherine | Shenandoah |
| Hisey, Evelyn Amelia | Shenandoah |
| Hodsden, Mary Bruce | Isle of Wight |
| Holman, Bessie | Buckingham |
| Holmes, Alice Hope | Surry |
| Holmes, Viola Clarice | Page |
| Holmes, Xenia Ruth | Page |
| Holsinger, Lelia Catherine | Rockingham |
| Hooke, Harvey S. | Roanoke (City) |
| Hopkins, Williette Elizabeth | Rockingham |
| Hottel, Maude Mabel | Shenandoah |
| Howlett, Page Pellem | Richmond (City) |
| Hughes, Richard Clarke | Rockingham |
| Hulvey, Lena Lee | Rockingham |
| Humphrey, Rebecca E. | Fauquier |
| Hundley, Josephine | Halifax |
| Hundley, Lottie Lee | Pittsylvania |
| Hurst, Grace | Northumberland |
| Hurt, Bessie Estelle | Russell |
| Hurt, Eddie Larceny | Russell |
| | |
| Irby, Sallie Jacqueline | Nottoway |
| | |
| Jennings, Susie | Shenandoah |
| Jones, Bettie Walla | Augusta |
| Jones, Erthyl Simmers | Rockingham |
| Jones, Essie | Roanoke (City) |
| Jones, Mary Geneva | Rockingham |
| Jones, Mary Virginia | Albemarle |

| | |
|----------------------------------|----------------|
| Jones, Nellie Brooke..... | Mecklenburg |
| Jones, Nellie B. | Nottoway |
| Jones, Nellie P. | Fairfax |
| Jones, Virginia | Roanoke (City) |
| Jordan, Elizabeth | Isle of Wight |
| Jordan, Katie Byrd | Warren |
| Kaylor, Lylle Fern | Rockingham |
| Keen, Minnie Elizabeth | Loudoun |
| Keister, Hattie Pearl | Augusta |
| Kellam, Florence P. | Norfolk (City) |
| Kellar, Elsie May | Rockbridge |
| Keller, Lula White | Washington |
| Kelly, Sadie McKee | Loudoun |
| Kelly, Dora Ellen | Smyth |
| Kennedy, Bessie Catherine | Augusta |
| Kercheval, Mary C. | West Virginia |
| Kessler, Elizabeth | Montgomery |
| Kibler, Myrtle Blanche | Shenandoah |
| Kibler, Pearl Malinda | Augusta |
| Kipps, Annie Elizabeth | Madison |
| Kiracofe, Mabel Ruth | Augusta |
| Knupp, Anna Catherine | Rockingham |
| Koontz, Anita West | Rockingham |
| Koontz, Effie I. | Rockingham |
| Kremer, Laura | Augusta |
| Lawson, Ardeen Nellie | Loudoun |
| Lantz, Bessie Bryan | Shenandoah |
| Larrick, Arthur U. | Frederick |
| Larrick, Belle | Frederick |
| Larrick, Elizabeth Ann | Frederick |
| Larrick, Helen Lee | Frederick |
| Lawrence, Richie Elizabeth | Rappahannock |
| Lea, Fay Belle | Pittsylvania |
| Lea, Myrtle | Pittsylvania |
| Lea, Susie | Pittsylvania |
| Lee, Minnie Florence | Rockingham |
| Leffel, Ada Anna | Tazewell |
| Leigh, Sarah | Halifax |
| Leslie, Catherine B. | West Virginia |
| Lewin, Alice Mae | Warren |
| Lewin, Bessie Harper | Staunton |
| Lewin, Etta E. | Warren |
| Lewis, Ila Robert | Newport News |
| Life, Millard Cover | Rockingham |
| Lindsay, Lucetta C. | Albemarle |
| Lindsay, Minnie Orelia | Madison |
| Liskey, Della | Augusta |
| Lloyd, Elizabeth Rhodes | Botetourt |
| Loewner, Amelia Josephine | Rockingham |
| Loewner, Elise Augusta | Rockingham |
| Lung, Inez Elizabeth | Halifax |
| Maiden, Avis J. | Rockingham |
| Maiden, Alda Lee | Rockingham |
| Maiden, Mary Lee | Grayson |
| Marrow, Alice Lee | Mecklenburg |

| | |
|----------------------------------|-----------------|
| Marshall, Mary | Greene |
| Marshall, Mary Elizabeth | Nelson |
| Marston, Ethel Lee | Shenandoah |
| Martin, Agnes | Roanoke (City) |
| Martz, L. Ruby Pickett | Rockingham |
| Massie, Lula Belle | Nelson |
| Mauzy, Ruth Pearl | Frederick |
| Mays, Earle Conway | Nelson |
| McAlpin, Nancy Ida | Rockbridge |
| McCaleb, Mildred Helen | Dinwiddie |
| McCormick, Mrs. Edna Houff | Rockbridge |
| McCormick, Robbie | Augusta |
| McCue, Mabel | Augusta |
| McDonald, Evelyn Charlton | Nottoway |
| McElroy, Kate Lee | Wise |
| McFadden, Mary Louise | Rockingham |
| McGhee, Alice Mitchell | Bedford |
| McGhee, Henningham | Richmond (City) |
| McGuffin, Grace Gertrude | Rockbridge |
| McKenney, Mary Blythe | Alexandria |
| McKoy, Lura Pearl | Rockingham |
| McLean, Mary Thurston | Rockbridge |
| McLaurin, C. W. | South Carolina |
| McMullin, Bessie | Rockingham |
| McNeely, Mary Sue | Pittsylvania |
| McPherson, Mary Edna | Loudoun |
| Mellott, Lewis F. | Rockingham |
| Miley, Beatrice M. | Rockbridge |
| Mercer, Vada I. | Rockingham |
| Miller, Barbara Jane | Fairfax |
| Miller, Bertha Estelle | Rockingham |
| Miller, Eulalia | Rockingham |
| Miller, Fannie R. | Rockingham |
| Miller, Hattie | Prince William |
| Miller, Lottie Elizabeth | Rockingham |
| Miller, Mareta Olive | Rockingham |
| Miller, Renbie Franklin | Augusta |
| Miller, Valley Virginia | Rockingham |
| Miller, Vida E. | Rockingham |
| Moore, Tilly D. | Loudoun |
| Moore, Marian Ethel | Campbell |
| Moore, Martha Ellen | Loudoun |
| Moore, Virginia Annette | Loudoun |
| Moore, Nannie Virginia | York |
| Moran, Lillian Viola | Loudoun |
| Mosby, Jennie W. | Lynchburg |
| Moses, Daisy Ellen | Pittsylvania |
| Motley, Louise Jovan | Richmond (City) |
| Mundy, Bertie Abbott | Rockingham |
| Myers, Florence A. | Rockbridge |
| | |
| Neff, Ruth Kathleen | Rockingham |
| Nevill, Nellie Lee | Halifax |
| Newson, Miss R. E. | Dinwiddie |
| Ney, Miriam Bertha | Rockingham |
| Norris, Annie Louise | Princess Anne |

| | |
|-----------------------------------|-----------------|
| Olive, A. Mamie | King George |
| Olive, Frances Esther | King George |
| Ogburn, Estelle | Mecklenburg |
| Cwens, Ada Elizabeth | Norfolk (City) |
| Ozlin, Mattie Franklin | Lunenburg |
| | |
| Pace, Annie Margaret | Rockingham |
| Pace, Lillie | Henry |
| Palmer, Margaret Meredith | Lancaster |
| Parker, Anne Victoria | Newport News |
| Paxton, Helen Irvine | Rockbridge |
| Payne, Zola Blair | Fairfax |
| Pearson, Emma Elizabeth | Fauquier |
| Pearson, Lula | Pittsylvania |
| Peffer, Ola Lee | Shenandoah |
| Pence, M. Bettie | Rockingham |
| Peoples, Lucie Catharine | Mecklenburg |
| Perkins, Linda Graham | Bedford |
| Perkinson, Lottie Evelyn | Charlotte |
| Phillips, L. Grace | Richmond (City) |
| Plank, Erma Grace | Botetourt |
| Pope, Lona Dyer | Highland |
| Porter, Nannie | Warren |
| Potts, N. Eva | Dinwiddie |
| Powell, Elizabeth | Rockingham |
| Price, Nellie Christiana | Augusta |
| Puffenbarger, Kinzer Esta | Augusta |
| Pullen, Hattie Everett | Richmond (City) |
| Pultz, Ella J. | Rockbridge |
| Purcell, Anna Marie | Rockingham |
| Purcell, Kathleen | Rockingham |
| Purcell, Margaret | Rockingham |
| | |
| Rainey, Ethel Josephine | Mecklenburg |
| Ralston, Cecil W. | Highland |
| Reddish, Elizabeth Virginia | Madison |
| Reddish, Fannie Virginia | Madison |
| Rhodes, May | Roanoke (City) |
| Rhodes, Verdie C. | Rockingham |
| Richards, Tillie Edna | Rockingham |
| Ricks, Helen Louise | Mecklenburg |
| Rinker, Alice L. | Frederick |
| Rinker, Ella Ruth | Shenandoah |
| Rinker, Lottie Elizabeth | Shenandoah |
| Rison, Marie L. | Pittsylvania |
| Ritchie, Georgia Lee | Rockingham |
| Roberts, Mary Elizabeth | Halifax |
| Robinson, Virginia Margaret | Shenandoah |
| Rodeffer, Margie Virginia | Rockingham |
| Rodeffer, Pearl Elizabeth | Rockingham |
| Rodgers, Clara C. | Rockingham |
| Rodgers, Lettie E. | Rockingham |
| Rodgers, McKinley Bell | Rockingham |
| Rohr, Eunice Wren | Rockingham |
| Rollins, Mattie L. | York |
| Rome, Sallie Florence | Warwick |
| Rosson, Mamie Judith | Madison |
| Rouzie, Mrs. A. R. | Newport News |



Stratford Literary Society



The Senior Play



May Day



History under the Apple-Blossoms

| | |
|---------------------------------|-------------------|
| Rubush, Alberta Freed | Augusta |
| Ruebush, Leona Edna | Rockingham |
| Russell, Elizabeth | Frederick |
| Ryland, Lu Carter | Dinwiddie |
| Ryman, Ruby Clara | Shenandoah |
| Sawin, Harriet Josephine | Washington, D. C. |
| Sayers, Bessie | Pulaski |
| Scoggin, Bessie Wilson | Petersburg |
| Scott, Mary Emma | Rockingham |
| Seese, Norman Alexander | Prince William |
| Sellers, Stella Constance | Rockingham |
| Sensabaugh, Adah Belle | Augusta |
| Shackelford, Edith Byrd | Middlesex |
| Shafer, Lora Ella | Rockbridge |
| Shamburg, Mary Tacy | Shenandoah |
| Shelton, Annie | Mecklenburg |
| Shelton, Helen Elizabeth | Nelson |
| Shepherd, Lottie May | Fluvanna |
| Shepperson, Edmonia Blair | Charlotte |
| Shickel, Elsie Naomi | Roanoke (City) |
| Shrifflett, Maude Gore | Rockingham |
| Shipe, Mary Catherine | Shenandoah |
| Shipe, Bessie Delila | Rockingham |
| Shipley, Minnie E. | Westmoreland |
| Shultz, Mildred | Augusta |
| Simons, Annie J. | Mecklenburg |
| Singleton, Emily Bess | Georgia |
| Shelton, Edythe Lillian | Augusta |
| Sledd, Mary Elizabeth | Powhatan |
| Slusser, Myra Irene | Montgomery |
| Smith, Anna Margaret | Rockbridge |
| Smith, Carl Otterbine | Albemarle |
| Smith, Grover Lawrence | Rockbridge |
| Smith, Katherine Hundley | Roanoke |
| Smith, Lena India | Rockingham |
| Smith, Mamie Sue | Pittsylvania |
| Smith, Mary Lancaster | Richmond (City) |
| Smith, Susie Atkinson | Fauquier |
| Smoot, Osie Leroy | Shenandoah |
| Snead, Callie Jane | Augusta |
| Snead, Cornelia May | Lunenburg |
| Snead, Eva Hill | Fluvanna |
| Snow, Mary Davis | Prince Edward |
| Snyder, Edna Bessie | Rockingham |
| Souder, Grant | Rockingham |
| Soule, Mrs. Florence E. | Rockingham |
| Southworth, Ada McDonald | Essex |
| Sparrow, Betty | Halifax |
| Spencer, Lula Dixon | Buckingham |
| Spillman, Carrie | Roanoke (City) |
| Spilman, Ethel | Pennsylvania |
| Spitzer, Atha May | Rockingham |
| Spitzer, Elba Lucy | Rockingham |
| Spitzer, Viola Catherine | Rockingham |
| Spratt, Lola | Loudoun |
| Staples, Julia Tapscott | Rockingham |
| Steger, Mary Pendleton | Staunton |

| | |
|-------------------------------------|-------------------|
| Stephenson, Bessie | Clarke |
| Stephenson, Mamie | Clarke |
| Stevens, Dottie Merle | Roanoke (City) |
| Stikeleather, Pauline | Pulaski |
| Stinebuck, Clara Victoria | Rockingham |
| Stover, Nelsie May | Botetourt |
| Stuart, Miss L. J. | Washington, D. C. |
| Stuart, Louise Burch | Alexandria |
| Suthard, Nellie Eva | Rockingham |
| Sutherland, Mary Elizabeth | Dinwiddie |
| Sutler, Lucy Jones | Augusta |
| Swart, Mamie V. | Loudoun |
| Swartz, Bessie | Shenandoah |
| Swecker, Ora E. | Rockingham |
| Swift, Robbie | Louisa |
| Swoope, Bessye Ginevra | Bath |
| Swoope, Willie | Bath |
| | |
| Taylor, Margaret Holmes | Prince George |
| Tiffany, Jennie H. | Loudoun |
| Timberlake, Hettie Elsie | New Jersey |
| Tinder, Rosa M. | Rockingham |
| Thacker, Byrd Otterbein | Rockingham |
| Thompson, Bluma Witt | Nelson |
| Thompson, Faith Ervine | Rockbridge |
| Thomas, Edna | Rockingham |
| Thomas, Homer Franklin | Rockingham |
| Thomas, Helen Virginia | Dinwiddie |
| Thornhill, Virginia Elizabeth | Rappahannock |
| Tobin, Lula | Rockingham |
| Tompkins, Willie Joe | Shenandoah |
| Tracey, Mary Florence | Loudoun |
| Traylor, Mary Alice | Sussex |
| Trimmer, Osie E. | Henrico |
| Trosvig, Ida | James City |
| Tulloh, Lilly | Alleghany |
| Turk, Florence Elizabeth | Augusta |
| Turner, Dora Ellen | Rockingham |
| Turner, Hallie | Rockingham |
| Tyree, Lola Beatrice | Rockbridge |
| | |
| Utz, Anna Virginia | Madison |
| | |
| Vaughan, Alma R. | Mecklenburg |
| Via, H. Augustus | Augusta |
| Via, Martha Gertrude | Albemarle |
| | |
| Wagner, Selda A. | Rockingham |
| Wagner, Verta C. | Rockingham |
| Walker, Marion | Roanoke (City) |
| Ware, Mary Blanche | Goochland |
| Ware, Minnie | Goochland |
| Warren, Essie | Prince George |
| Watkins, Caroline Gilliam | Richmond (City) |
| Watson, Florence Kathleen | Alexandria |
| Watson, Kyra Lee | Bedford |
| Watts, Susie Virginia | Rockbridge |
| Watts, Joe W. | Rockbridge |
| Watts, Lanora | Amherst |

| | |
|-----------------------------------|----------------|
| Wayland, E. Maude | Madison |
| Weaver, Hattie Elizabeth | Rockingham |
| Wenger, L. Florence | Lunenburg |
| Whetzel, Clara Ellen | Shenandoah |
| Whetzel, Linnie Lee | Rockingham |
| Whissen, Mary Amelia | Shenandoah |
| White, Ruth | Pittsylvania |
| White, Sue C. | Portsmouth |
| Whitley, Mary Edith | Isle of Wight |
| Whitworth, Elizabeth Hudson | Halifax |
| Wightman, Carrie Bragg | Shenandoah |
| Wiley, Frances E. | Fairfax |
| Wiley, Roberta Frances | Goochland |
| Wilkerson, Bessie G. | Essex |
| Wilkins, Eleanor Cushing | Prince William |
| Williams, Alice Alexander | Augusta |
| Williams, Lula Russell | Highland |
| Williams, Audrey | Augusta |
| Williamson, Janet Adelia | Nansemond |
| Wilson, Minna Lee | Augusta |
| Wilson, Vivienne Hardee | Portsmouth |
| Wise, Editha Newton | Lynchburg |
| Wise, Myrle Alma | Augusta |
| Wise, Willis Page | Northampton |
| Witt, Ruth | Roanoke (City) |
| Wolfrey, Thomas William | Rockingham |
| Wood, Mamie E. | Albemarle |
| Woodson, Alice Rebecca | Rockingham |
| Worster, Mattie | Norfolk |
| Wray, Susie | Nelson |
| Wright, Hattie Lucas | Greene |
| | |
| Yancy, Meda Anthony | Bedford |
| Yates, Florence Minerva | Rockingham |
| | |
| Zirkle, Helen E. | Frederick |
| Zirkle, Ira Irvin | Shenandoah |
| Zirkle, Margaret | Rockingham |
| Zirkle, Virginia | Rockingham |

*All are from Virginia unless State is named.

REGISTER OF STUDENTS

FIRST, SECOND, AND THIRD QUARTERS

1914-1915

| <i>Name</i> | <i>Quarter</i> | <i>*County or City</i> |
|-----------------------------------|----------------|------------------------|
| Adams, Althea Lee..... | 1, 2, 3.... | Charlottesville |
| Adams, Mattie Virginia | 2, | Accomac |
| Alexander, Mary Shields..... | 1, 2, 3.... | Mecklenburg |
| Anderson, Beulah | 2, 3.... | Accomac |
| Anderton, Edna Ernestine | 1, 2, 3.... | Northampton |
| Arnold, Emma Elizabeth..... | 1, 2, 3.... | Maryland |
| Ashmead, Pauline | 1, 2, 3.... | Botetourt |
| Austin, Mary Celia | 1, 2, 3.... | Smyth |
| Bailey, Phylis Gilliam..... | 1 | Charlotte |
| Baird, Marie Bingham | 2, 3.... | Sussex |
| Balland, Anne Elizabeth | 3.... | Albemarle |
| Ballard, Anne Elizabeth | 3.... | Albemarle |
| Bare, Bertha | 3.... | Rockingham |
| Barton, Hildegard Mary | 1, 2, 3.... | Norfolk (City) |
| Beard, Emma Catherine | 1, 3.... | Amherst |
| Beard, Reba Lizzette | 1, 2, 3.... | Rockingham |
| Belcher, Janie | 3.... | Henry |
| Bendall, Mary Helen | 1, 2, 3.... | Danville |
| Bennett, Mary Clifford | 1, 2, 3.... | North Carolina |
| Bishop, Carrie Elizabeth | 1, 2, 3.... | Albemarle |
| Boes, Ruth Virginia | 1, 2, 3.... | Alleghany |
| Bolling, Virginia Elizabeth | 1, 2, 3.... | Smyth |
| Bosserman, Mary Christian | 1, 2, 3.... | Augusta |
| Boteler, Mabel | 3.... | Fauquier |
| Bott, Floreid Melbourne | 1, 2, 3.... | Accomac |
| Bowman, Ellen Kay | 1, 2, 3.... | Roanoke (City) |
| Brand, Marion Suley | 1, 2, 3.... | Texas |
| Brent, Sarah Randolph | 1, 2, 3.... | Northumberland |
| Broughman, Thelma Gertrude | 1, 2, 3.... | Alleghany |
| Brown, Alice Annette | 3.... | Pittsylvania |
| Brown, Catherine | 1, 2, 3.... | South Carolina |
| Brown, Pinkie | 3.... | Rockbridge |
| Brown, Ruth Mae | 1, 2, 3.... | Page |
| Brown, Zelle Quinland | 1, 2, 3.... | Lynchburg |
| Brunk, Anna Mary | 3.... | Rockingham |
| Brunk, Mattie Virginia | 3.... | Rockingham |
| Bryan, Margaret Amanda | 1, 2, 3.... | Elizabeth City |
| Buckley, Esther | 1, 2, 3.... | Fairfax |
| Burnley, Nannie Lee | 1, 2, 3.... | Culpeper |
| Burns, Stella | 1, 2, 3.... | Russell |
| Burton, Josie | 1, 2, 3.... | Sussex |
| Bussey, Myrtle Beatrice | 3.... | Franklin |
| Byrd, Emma Elizabeth | 1, 2, 3.... | Rockingham |
| Carrington, Ruth Hannah | 1..... | Charlotte |
| Carter, Eunice May | 1, 2, 3.... | Lynchburg |
| Chalkley, Lillian McGruder..... | 1, 2, 3.... | Charlotte |
| Chalkey, Marian Elliott | 1, 2, 3.... | Charlotte |

| | | |
|-----------------------------------|-------------|-----------------|
| Clarke, Anne Lee | 1, 2, 3.... | Sussex |
| Clarkson, Nannie May..... | 1, 2, 3.... | Nelson |
| Clements, Elieza Virginia | 1, 2, 3.... | Gloucester |
| Cline, Tenney Sanger | 1, 2, 3.... | Rockingham |
| Cole, Frances Louise | 1, 2, 3.... | Chesterfield |
| Cole, Hazel Dorothy | 1, 2, 3.... | Chesterfield |
| Coleman, Beatrice Marie | 1, 2, 3.... | Petersburg |
| Compton, Frances | 3.... | Rockingham |
| Constable, Mary Grace..... | 1, 2, 3.... | Norfolk (City) |
| Cooke, Mary Lois..... | 1, 2, 3.... | Rockbridge |
| Cooper, Marjorie | 1, 2, 3.... | Norfolk (City) |
| Coulbourn, Esther Mitchell | 1, 2, 3.... | Roanoke (City) |
| Cox, Althea Mae | 1, 2, 3.... | Henry |
| Crone, Zena Wallace | 1, 2, 3.... | Elizabeth City |
| | | |
| Darling Grace Marian | 1, 2, 3.... | Norfolk (City) |
| Davidson, Hope | 1, 2, 3.... | Wythe |
| Davis, Mary Joseph..... | 1, 2, 3.... | Richmond (City) |
| Deal, Eula Laurine | 1..... | Rockingham |
| Dechert, Edna Imogene | 1, 2, 3.... | Rockingham |
| Dedrick, Nora Idessa | 1, 2, 3.... | Rockingham |
| Dillon, Eleanor Mae | 1, 2, 3.... | Petersburg |
| Douglass, Annie Jennings | 1, 2, 3.... | Greene |
| Dunivin, Kate May | 3.... | Rockingham |
| Dunlap, Sadie A. | 1, 2, 3.... | North Carolina |
| Dunn, Annie Helen | 1, 2, 3.... | Mecklenburg |
| Dunn, Madeline | 1, 2, 3.... | Mecklenburg |
| | | |
| Early, Mary Annie | 1, 2, 3.... | Greene |
| Early, Sarah Lucile | 1, 2, 3.... | Greene |
| Eastham, Mamie Maxfield | 1, 2, 3.... | Rappahannock |
| Eisenberg, Mary Caroline | 1, 2, 3.... | Staunton |
| Elam, Alma May | 1, 2, 3.... | Norfolk (City) |
| Elderkin, Lucretia Irene | 1, 2, 3.... | Tazewell |
| Eller, Mattye E. | 3.... | Page |
| Elliot, Lillian Long | 1, 2, 3.... | Sussex |
| Ellis, Josie Chappelle | 1, 2, 3.... | Rockbridge |
| Engleman, Ellen Elizabeth | 1, 2, 3.... | Henry |
| English, Dorothy Elizabeth | 1, 2, 3.... | Nelson |
| Everett, Ruth | 1, 2, 3.... | Mecklenburg |
| | | |
| Farrar, Garland Hope | 1, 2, 3.... | Nansemond |
| Ferebee, Annie Adelia | 1, 2, 3.... | Norfolk (City) |
| Ferebee, Sarah Cason | 1, 2, 3.... | Norfolk (City) |
| Fielder, Mrs. Florence Laws..... | 2, 3.... | Staunton |
| Fisher Ruth Addison | 1, 2, 3.... | Northampton |
| Fitzgerald, Kathryn Spiller | 3.... | Pittsylvania |
| Fletcher, Delucia Sarah | 1, 2, 3.... | Rockingham |
| Flick, Beulah Catharine | 2, 3.... | Rockingham |
| Folk, Martha | 2, 3.... | Rockingham |
| Foreman, Georgia Etta | 1, 2, 3.... | Norfolk |
| Fuller, Ellen Claire | 1, 2, 3.... | Pittsylvania |
| Funkhouser, Eva | 1, 2, 3.... | Augusta |
| | | |
| Garber, Eva Ruth | 1, 2, 3.... | Augusta |
| Gatling, Lucy Spottswood | 1, 2, 3.... | Norfolk (City) |
| Gentry, Marion Elizabeth | 1..... | South Carolina |
| Gerow, Lilla Marie | 1, 2, 3.... | Petersburg |
| Gilliam, Alice Sears | 1, 2, 3.... | Appomattox |

| | | |
|-------------------------------------|-------------|-----------------|
| Glick, Vada Virginia | 1, 2, 3.... | Rockingham |
| Goode, Effie Myrle | 1, 2, 3.... | Chesterfield |
| Gound, Mary Margaret | 1, 2, 3.... | Rockbridge |
| Gover, Catherine | 3.... | Winchester |
| Gowl, Nora Virginia | 3.... | Rockingham |
| Grant, Flossie Belle | 1, 2, 3.... | Amherst |
| Greaves, Elizabeth Agnes Rush | 1, 2, 3.... | Albemarle |
| Greene, Eula Ann | 1, 2, 3.... | Stafford |
| Grove, Lula Ruth | 1, 2, 3.... | Augusta |
| Guthrie, Clarice Franklin | 1, 2, 3.... | Charlotte |
| Hall, Elizabeth Hart | 3.... | Roanoke (City) |
| Hankins, Mary Coles | 1, 2, 3.... | Halifax |
| Hatcher, Virginia Willcox | 1, 2, 3.... | Bedford |
| Hauch, Martha A. | 1, 2, 3.... | Culpeper |
| Hawthorne, Sigma | 2, 3.... | Lunenburg |
| Hawthorne, Willie Emma | 3.... | Lunenburg |
| Haymes, Missouri | 3.... | Pittsylvania |
| Heath, Emily Gee | 1, 2, 3.... | Prince George |
| Helbert, Vilas | 3.... | Rockingham |
| Henkel, Kathleen Hazen | 1, 2, 3.... | Augusta |
| Herring, Hildegard | 1, 2, 3.... | Rockingham |
| Hickman, Mabel Virginia | 1, 2, 3.... | Loudoun |
| Hitt, Mamie Russell | 1, 2, 3.... | Madison |
| Hogan, Bessie | 1, 2, 3.... | Loudoun |
| Holmes, Sadie | 1, 2, 3.... | Pulaski |
| Holsinger, Lelia Catherine | 1, 2, 3.... | Rockingham |
| Honaker, Virginia | 1, 2, 3.... | Wythe |
| Housman, Helen Louise | 1, 2, 3.... | Botetourt |
| Hubbard, Esther Jane | 1, 2, 3.... | Roanoke (City) |
| Hufford, Nancy Caroline | 1, 2, 3.... | Wythe |
| Hughes, Mrs. Marguerite Browhead. | 3.... | Albemarle |
| Jackson, Penn Louise | 1, 2, 3.... | Norfolk (City) |
| James, Bettie Gladys | 1, 2, 3.... | Princess Anne |
| Jarman, Lizzie Miller | 1, 2, 3.... | Rockingham |
| Jasper, Annie Mary | 1, 2, 3.... | Culpeper |
| Jennings, Clarita G. | 1, 2, 3.... | Culpeper |
| Johnson, Annie Susan | 1, 2, 3.... | Halifax |
| Johnson, Columbia Isabelle | 1, 2, 3.... | Loudoun |
| Johnson, Freida George | 1, 2, 3.... | Loudoun |
| Johnson, Kate Marie | 1, 2, 3.... | Norfolk (City) |
| Johnson, Mary Lucille Virginia..... | 1, 2, 3.... | Rappahannock |
| Jones, Ann Walker Carter | 1, 2, 3.... | Gloucester |
| Jones, Corinne Snowden | 1, 2, 3.... | Rockingham |
| Jones, Laura Lee | 1, 2, 3.... | Highland |
| Jones, Martha Iris | 1, 2, 3.... | Wythe |
| Jordan, Mary Green | 1, 2, 3.... | Richmond (City) |
| Kendig, Mabel Long | 1, 2, 3.... | Augusta |
| Keller, Lulu | 3.... | Washington |
| Kinnear, Margaret Campbell | 1, 2, 3.... | Rockbridge |
| Koogler, Evelyn Margaret | 1, 2, 3.... | Rockingham |
| Lacy, Edith Juliette | 1, 2, 3.... | Halifax |
| Lacy, Rowena Julia | 1, 2, 3.... | Madison |
| Lam, Grace Elizabeth | 1, 2, 3.... | Rockbridge |
| Lamb, Lillian Virginia | 1, 2, 3.... | Rockingham |

| | | |
|------------------------------------|-------------|-----------------|
| Lauck, Audrey Wilhoit | 1, 2, 3.... | Page |
| Leavell, Lucie Louise | 1, 2, 3.... | Culpeper |
| Lee, Clara Elizabeth | 2, 3.... | Sussex |
| Leebrick, Grace | 1, 2, 3.... | Rockingham |
| Lightner, Lillian | 2, 3.... | Prince William |
| Lockard, Marian Caroline | 1, 2, 3.... | Bedford |
| Loftis, Bertie | 1, 2, 3.... | Halifax |
| Logan, Margaret Diana | 1, 2, 3.... | Rockingham |
| Logan, Myra Strother | 1..... | Roanoke |
| Long, Cleve Alice..... | 1, 2, 3.... | Fluvanna |
| Loving, Jennie Perkins | 1, 2, 3.... | Page |
| Lowman, Blanche Elizabeth | 1, 2, 3.... | Pulaski |
| McClung, Mary Katherine | 1, 2, 3.... | Rockbridge |
| McCormick, Louise Maisie | 1, 2, 3.... | Pittsylvania |
| McCown, Margaret Jean | 1, 2, 3.... | Rockbridge |
| Magruder, Margaret Vanse | 1, 2, 3.... | Shenandoah |
| Maloy, Stella Layne | 1, 2, 3.... | Highland |
| Maloy, Susie Lavinia | 1, 2, 3.... | Highland |
| Marshall, Ruth | 1, 2, 3.... | Pittsylvania |
| Martin, Mary Ella..... | 3.... | Henry |
| Martz, Edith Virginia | 1, 2, 3.... | Loudoun |
| Massey, Lillie Galle | 1, 2, 3.... | Clarke |
| Maupin, Nellie Elizabeth | 1 | Albemarle |
| Maurer, Winifred | 2, 3.... | Loudoun |
| Mays, Margaret Harvey | 1, 2, 3.... | Nelson |
| Mays, Mary Vivienne | 1, 2, 3.... | Nelson |
| Micklem, Caroline Elizabeth | 1, 2, 3.... | Nelson |
| Milby, Edna Lavina | 1, 2, 3.... | Isle of Wight |
| Millender, Alice Mildred | 2, 3.... | Norfolk |
| Millner, Mary Lillian | 1, 2, 3.... | Norfolk |
| Mitchell, Kate Moorman | 3.... | Pittsylvania |
| Moeschler, Velma | 1, 2, 3.... | Roanoke |
| Monroe, Sara Agnes | 1, 2, 3.... | Loudoun |
| Moomaw, Salome F. | 2, 3.... | Roanoke (City) |
| Moon, Stella Lee | 3.... | Pittsylvania |
| Moore, Geneva Gertrude | 1, 2, 3.... | Isle of Wight |
| Moore, Ressye Elizabeth | 1, 2, 3.... | Augusta |
| Morgan, Eugene Florence | 3.... | Roanoke (City) |
| Morris, Marcia Wade | 1, 2, 3.... | Culpeper |
| Mullin, Annie Vicie | 2, 3.... | Tazewell |
| Murphy, Maria Catherine Cacelia... | 1, 2, 3.... | Staunton |
| Murray, Grace | 1, 2, 3.... | Roanoke (City) |
| Nunnally, Nettie Mae | 1, 2, 3.... | So. Richmond |
| Oakes, Lutie Katharine | 1, 2, 3.... | Pittsylvania |
| Oldaker, Hazel Leota | 1, 2, 3.... | Culpeper |
| Orndorff, Rachel | 1, 2, 3.... | Buena Vista |
| Orton, Fannie V. | 3.... | Dinwiddie |
| Pace, Nellie | 1, 2, 3.... | Henry |
| Palmer, Mary Elizabeth | 1, 2, 3.... | Brunswick |
| Parrish, Lucy Anderson | 1, 2, 3.... | Nelson |
| Payne, Alice Emory | 2, 3.... | Goochland |
| Payne, Nellie Scott | 1, 2, 3.... | Richmond (City) |
| Payne, Lula Word | 1, 2, 3.... | Fauquier |

| | | |
|-------------------------------------|-------------|-----------------|
| Peters, Nettie Mae | 3.... | Botetourt |
| Pettus, Ann Woodson | 1 |Charlotte |
| Pettus, Elizabeth Chambers | 1, 2, 3.... | Charlotte |
| Pettus, Lucile Washington | 1 |Mecklenburg |
| Pierce, Mary Gertrude | 1, 2, 3.... | Buckingham |
| Piland, Bernice | 1, 2, 3.... | Nansemond |
| Ponton, Mary Eliza | 1, 2, 3.... | Charlotte |
| Pruden, Sarah Catherine | 1, 2, 3.... | Nansemond |
| Pugh, Virginia Edith | 1, 2, 3.... | Albemarle |
| Purcell, Anna Marie | 1, 2, 3.... | Rockingham |
| Purcell, Kathleen | 1, 2, 3.... | Rockingham |
| Purcell, Margaret Virginia | 1, 2, 3.... | Rockingham |
| Pyle, Ruth Alexander | 1 |Tazewell |
| Quigg, Mary Elizabeth | 1, 2, 3.... | Fairfax |
| Rabey, Susie | 1, 2, 3.... | Nansemond |
| Rawles, Willa Leigh | 1, 2, 3.... | Nansemond |
| Richards, Matilda Edna | 1, 2, 3.... | Rockingham |
| Ridenour, Virginia Clare | 1, 2, 3.... | Petersburg |
| Ritchie, Annie Elizabeth | 1, 2, 3.... | Augusta |
| Ritchie, Ethel | 1, 2, 3.... | Augusta |
| Rock, Blanche Violet | 1.... | Rockingham |
| Rodgers, Rachel | 1, 2, 3.... | Staunton |
| Rohr, Eunice Wren | 3.... | Rockingham |
| Rolston, Frances | 1, 2, 3.... | Augusta |
| Ropp, Margaret Vance | 1, 2, 3.... | Page |
| Rowbotham, Margaret May | 1, 2, 3.... | Roanoke (City) |
| Rucker, Arie Estelle | 1, 2, 3.... | Prince Edward |
| Ryals, Elise Emogen | 1, 2, 3.... | Fluvanna |
| Sale, Mary Clarissa | 2, 3.... | Georgia |
| Sanders, Ruth Adele | 1, 2, 3.... | Prince William |
| Scott, Mary Emma | 1, 2, 3.... | Rockingham |
| Selby, Frances Parlette | 1, 2, 3.... | Orange |
| Shamburg, Mary Tacy | 1, 2, 3.... | Shenandoah |
| Shenk, Marguerite Spitler | 1, 2, 3.... | Lynchburg |
| Sherman, Louise | 1, 2, 3.... | Augusta |
| Shiflett, Nettie Lee | 1, 2, 3.... | Augusta |
| Sibert, Irene Crim | 1, 2, 3.... | Rockingham |
| Sims, Fannie Lee | 1, 2, 3.... | Greene |
| Sipe, Margaret Irene | 1, 2, 3.... | Rockingham |
| Smith, Anne E | 1, 2, 3.... | Pittsylvania |
| Smith, Mary Elizabeth | 1, 3.... | Newport News |
| Spitzer, Lucie Elton | 1, 2, 3.... | Rockingham |
| Spitzer, Nora | 3.... | Rockingham |
| Sprinkel, Rosalie Harrison | 3.... | Rockingham |
| Sprinkle, Elsie | 1, 2, 3.... | North Carolina |
| Staples, Katharine Louise | 1, 2, 3.... | Rockingham |
| Strange, Carrie Virginia | 1, 2, 3.... | Warren |
| Stribling, Agnes Browne | 1, 2, 3.... | Petersburg |
| Stubbs, Rebecca Robins | 1, 2, 3.... | Gloucester |
| Swartz, Bessie | 3.... | Shenandoah |
| Taliaferro, Ruth | 2, 3.... | Rockingham |
| Tardy, Mary Elizabeth | 1, 2, 3.... | Rockbridge |
| Tavener, Elizabeth Evangeline | 1.... | Clarke |
| Thompson, Margaret Hope | 1, 2, 3.... | Fluvanna |
| Turner, Helen Mae | 3.... | Henry |
| Tuttle, Esther Anne | 1, 2, 3.... | Gloucester |
| Vaiden, Ruth Gale | 1, 2, 3.... | Norfolk (City) |

| | |
|----------------------------------|---------------------------|
| Wachsmann, Otelia Beatrice | 1, 2, 3....Sussex |
| Waldron, Gertrude Delmont | 1, 2, 3....Norfolk (City) |
| Wallace, Ruth Bagley | 1, 2, 3....Bath |
| Warren, Hilda Sheldon | 1, 2, 3....Rockbridge |
| Warren, Joe Bean | 1, 2, 3....North Carolina |
| Watson, Margaret | 1, 2, 3....Roanoke |
| Weems, Rachel Fletcher | 1, 2.....Halifax |
| Wells, Florence Rose | 1, 2, 3....Mecklenburg |
| Wescott, Bessie Susie | 1.....Accomac |
| Wheatley, Mary Virginia | 1, 2, 3....Danville |
| White, Edith Christian | 1, 2.....Albemarle |
| Wiley, Nan Ellen | 1, 2, 3....Albemarle |
| Williams, Ernestine | 1, 2, 3....Lynchburg |
| Williams, Lucy Blanche | 1, 2, 3....Bath |
| Wilson, Molina Del Calvert | 1.....South Carolina |
| Winborne, Flossie Wahneeta | 1, 2, 3....Isle of Wight |
| Winn, Emma Virginia | 1, 2, 3....Fluvanna |
| Witt, Ruth | 1, 2, 3....Roanoke (City) |
| Womeldorf, Letty Florence | 1, 2, 3....Rockbridge |
| Woodland, Shirley Evelyn | 1, 2, 3....Gloucester |
| Worley, Ruby Alma | 1, 2, 3....Rockbridge |
| Wright, Helen Marian | 1, 2, 3....Norfolk |
| Yeatts, Ida | 3....Pittsylvania |

*All are from Virginia, unless state is named.

STATISTICS OF STUDENTS

FOURTH, OR SUMMER, QUARTER—1913-1914

| | |
|---|-----|
| Total enrollment in Summer Quarter (no name counted more than once) | 592 |
| Counties of Virginia represented | 80 |
| Cities of Virginia represented | 12 |
| States represented, including District of Columbia..... | 8 |

FIRST, SECOND, THIRD QUARTERS—1914-1915

| | |
|--|-----|
| Total enrollment in Normal School for the regular session of 1914-1915 (no name counted more than once, and neither Training School pupils nor Summer students nor Correspondence students being included) | 288 |
|--|-----|

Enrollment by Quarters:

| | |
|----------------------------------|-----|
| First, or Fall, Quarter | 240 |
| Second, or Winter, Quarter | 240 |
| Third, or Spring, Quarter | 272 |

Enrollment by Courses:

| | |
|--|--------|
| Preparatory Course (Third and Fourth Year High School) .. | 58 |
| Professional Courses for Four-Year High School Graduates.. | 126 |
| Household and Industrial Arts Courses..... | 62 |
| Partial Courses | 42 288 |

Enrollment by Class Groups:

| | |
|--|--------|
| Seniors | 65 |
| Juniors | 112 |
| Sophomores | 46 |
| Freshmen | 23 |
| Partial Course Students | 42 288 |
| Counties in Virginia represented | 57 |
| Cities in Virginia represented | 11 |
| Other States than Virginia represented | 5 |
| Average age of students in years..... | 20 |

NOTE:—The school is organized on a basis of 250 students, and an effort has been made to keep the enrollment within this limit. Dormitory accommodations are provided on the school grounds for 141 students, and the others room in private homes in town.

CORRESPONDENCE STUDY STUDENTS

| | |
|--|----|
| Students enrolled since the inauguration of home study courses | |
| December 1, 1914 | 41 |

- 123

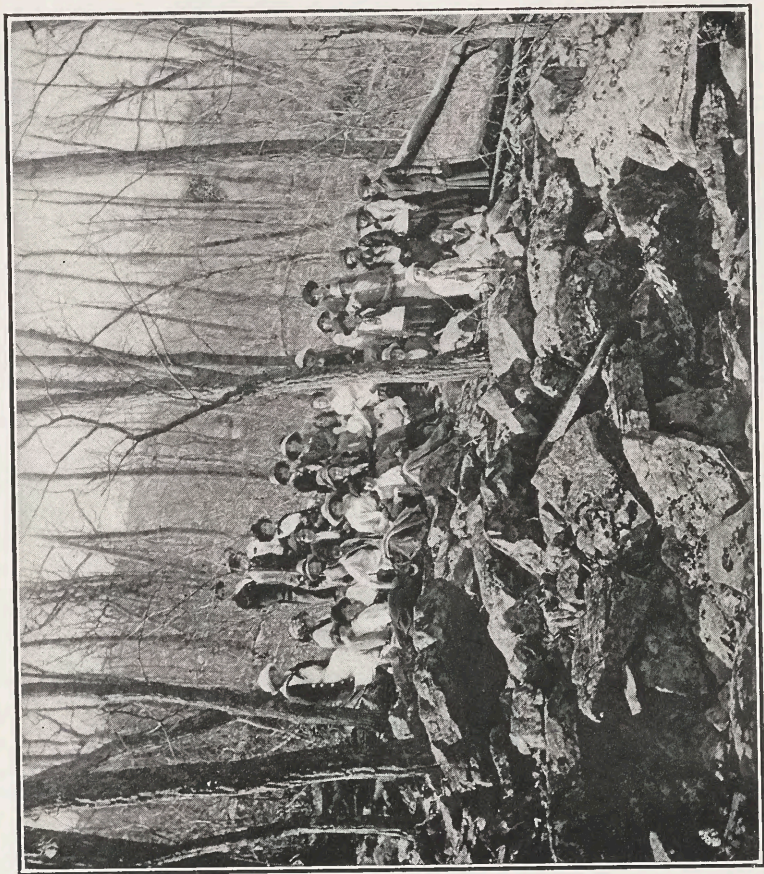
Diedrich, Minnie Caroline (Prof., 1911)...Grade Teacher, Waverly, Va.
 Dogan, Mary Neville (H. Arts, 1914).....Manassas, Va.
 Drummond, Helen (M. Arts, 1911).....Student, Richmond, Va.
 Dudley, Mary Margaret (Ind. Arts, 1914)Rural Teacher, Ft. Defiance, Va.
 Dudley, Virginia Trevey (H. Arts, 1912)..Supervisor of Household Arts,
 South Boston, Va.
 Dunn, Virginia Scott (M. Arts, 1911), Mrs.
 Wm. PowellFree Union, Va.
 Earman, Virginia Oler (Kgn., 1912).....Kindergarten Teacher, Pitts-
 burgh, Pa.
 Edwards, Virginia Mason (I. Arts, 1913)..Supervisor of Home Economics,
 Booker, Va.
 Ellis, Mary Jennette (Prof., 1914).....Grade Teacher, Stony Creek,
 Va.
 Farrar, Janet Garland (Kgn., 1913).....Kindergarten Teacher, Clifton
 Forge, Va.
 Fox, Margaret Eleanor (Prof., 1912).....Primary Teacher, Norfolk, Va.
 Fox, Mary Hart (Kgn., 1913).....Primary Teacher, Earlys ville,
 Va.
 Garland, Effie Virginia (Prof., 1913).....Rural Teacher, Bandy, Va.
 Garrett, Marguerite (Kgn., 1913).....Primary Teacher, Norfolk, Va.
 Gatling Alpine Douglas (Prof., 1912).....Grade Teacher, Norfolk, Va.
 Gatling Marceline A. (R. Normal, 1913)..Grade Teacher, Norfolk, Va.
 Gay, Margaret Porter (Kgn., 1913).....Grade Teacher, Norfolk, Va.
 Gilbert, Lillian V. (I. Arts, 1913—R. Nor-
 mal, 1914)Supervisor of Industrial Work,
 Henderson, N. C.
 Gish, Juliet Barclay (Prof., 1913).....Primary Teacher, Bedford City
 Goode, Octavia Ernestine (R. Normal, 1912)Rural Teacher, R. F. D. Harri-
 sonburg, Va.
 Grasty, Cecile Audrey (R. Normal, 1914)..Grade Teacher, Nelson Co., Va.
 Green, Janet Claramond (M. Arts, 1911)..Grade Teacher, Clio, S. C.
 Greenawalt, Clara Louise (M. Arts, and
 H. Arts 1912).....Teacher, Rural School, Win-
 chester, Va.
 Greer, Mary Virginia (H. Arts, 1912)....Rural Supervisor, Richmond,
 Va.
 Grizzard, Marjorie Lee (Kgn., 1913).....Primary Teacher, Ebony, Va.
 Haldeman, Anna Pearl (Kgn., 1912).....Primary Teacher, Winchester,
 Va.
 Hardaway, Virginia Etna (Prof., 1913)...Rural Teacher, Roanoke, Va.
 Harless, Kathleen Chevallie (R. Normal,
 1914)Grade Teacher, Christiansburg,
 Va.
 Harman, Ethel (H. Arts, 1912)Primary Teacher, Concord, Va.
 Harnsberger, Kathleen Bell (Kgn., 1911)..Grade Teacher, Craigsville,
 Va.
 Harper, Alma Ross (M. Arts, 1911), Mrs.
 Henry JohnsonDraper, Va.
 Heatwole, Ella Catherine (Prof., 1912)..Grade Teacher, Clintwood, Va.
 Heavener, Mabel Lankford (Prof., 1913)..Rural Teacher, Merrimac, Va.
 Heflin, Margaret W. (H. Arts, 1913).....Instructor in Husehold Arts,
 Agricultural High School,
 Driver, Va.
 Heyser, Susan Fechtig (H. Arts, 1914)....Hagerstown, Md.
 Higgins, Selina Cecil (Prof., 1914).....Grade Teacher, I. O. O. F.
 Home, Goldsboro, N. C.
 Hitt, Mabel Lewis (Prof., 1913).....Grade Teacher, Beaverdam,
 Va.

Holbrook, Annie Laura (Prof., 1913).....Grade Teacher, Graham, Va.
 Holcombe, Alpha Vane (Prof., 1914).....Primary Teacher, Portsmouth,
 Va.
 Holland, Mary Louise (Prof., 1913).....High School Teacher, Wilming-
 ton, Va.
 Hopcroft, Lydia Inez (Prof., 1911).....Grade Teacher, Roanoke, Va.
 Hughes, Hallie Lee (Ind. Arts, 1912).....Domestic Science Teacher, Ag-
 ricultural School, Burke-
 ville, Va.
 Jennings, Nancy Wise (Prof., 1912).....Grade Teacher, Roanoke, Va.
 Jones, Annie Lee (Prof., 1913).....Grade Teacher, Petersburg, Va.
 Jones, Lydia Audrey (R. Normal, 1914).....Rural Teacher, Rockbridge Co.,
 Va.
 Keezell, Florence Arabelle (R. Normal, 1914).....Rural Teacher, Madison Co.,
 Va.
 Kelley, Elizabeth M. (Kgn., 1913).....Kindergarten Teacher, New
 York.
 Keys, Ruth Isabella (Prof., 1913).....Grade Teacher, Hampton, Va.
 Lake, Agnes Martin (Prof., 1914).....Primary Teacher, Hume, Va.
 Lancaster, Louise Ely (Kgn., 1912).....Rural Teacher, Richmond, Va.
 Law, Aurie Edna (Prof., 1912).....Rural Teacher, Glade Hill,
 Va.
 Lawson, Charlotte Henry (Prof., 1911)....Departmental Teacher, Lynch-
 burg, Va.
 Leach, Virginia Fisher (Prof., 1914).....Teacher, Riverton, Va.
 Leftwich, Bessie Marie (Prof., 1913).....Grade Teacher, Charlottes-
 ville, Va.
 Lewis, Mary Gertrude (Prof., 1913).....Grade Teacher, Charlottes-
 ville, Va.
 Liggett, Mary Coffman (Kgn., 1912).....Kindergarten Teacher, Spar-
 tansburg, S. C.
 Livick, Mamie Olive (H. Arts, 1914).....Principal Graded School, Rock-
 ingham Co., Va.
 Lyle, Mary Lacy (H. Arts, 1912)....Supervisor of Domestic Science,
 Richmond, Va.
 MacCorkle, Ruth Bouldin (Prof., 1911)...Harrisonburg, Va.
 McCown, Agnes Stuart (Prof., 1914).....Rural Teacher Rockbridge Co.,
 Va.
 McCown, Mary Wilson (Prof., 1914).....Rural Teacher, Rockbridge Co.,
 Va.
 McGahey, Lizzie Stern (R. Normal, 1912). Grade Teacher, Training
 School, Williamsburg, Va.
 McLeod, Mary Lucile (R. Normal, 1913)..Grade Teacher, Bridgewater,
 Va.
 Mackey, Frances Isabelle (I. Arts, 1913)..Instructor of Manual Arts,
 State Normal School, Har-
 risonburg, Va.
 Macmillan, Mamie Evelyn (R. Normal,
 1912).....Rural Teacher, Baywood, Va.
 Madison, Lucy Hiden (Prof., 1912).....Student, Lynchburg, Va.
 Madison, Susie Daniel (H. Arts, 1912).....Canning Club Work, Denbigh,
 Va.
 Markham, Eddy Christine (Kgn., 1914)...Primary Teacher, Chesterfield
 Co., Va.
 Marshall, Leila Guy (R. Normal, 1914)...Primary Teacher, McDowell,
 Va.
 Marshall, Mary Elizabeth (R. Normal,
 1914).....Rural Teacher, Fairfax Co.,
 Va.

Massey, Eva Douglass (R. Normal, 1912). Rural Teacher, White Post, Va.
 Maupin, Rosa Lee (R. Normal, 1914)..... Grade Teacher, Turbeville, Va.
 Menefee, Frances Eleanor (Kgn., 1913)... Kindergarten Teacher, Richlands, Va.
 Meserole, Irene Vincent (H. Arts, 1914).. Domestic Science Teacher, Chester, Va.
 Meserole, Mary Stella (Prof., 1911))..... Grade Teacher, Charlottesville
 Miller, Annie (Prof., 1914)..... Harrisonburg, Va.
 Miller, Janet (Kgn., 1911), Mrs. Jas. J.
 King Staunton, Va.
 Miller Martha (Ind. Arts, 1913)..... Ind. Arts Teacher, Richmond, Va.
 Millner, Bessie Price (Prof., 1913)..... Danville, Va.
 Mitchell, Elizabeth Lewis (H. Arts, 1914). Bedford City, Va.
 Moffett, Mary Ledger (H. Arts, 1911)..... Instructor in Household Arts, State Normal School, East Radford, Va.
 Moffett, Sarah Achsah (Prof., 1913)..... Student, Salem, Va.
 Morrison, Nan (R. Normal, 1912)..... Grade Teacher, Martinsville, Va.
 de Moss, Sarah Watts (Kgn. 1913)..... Teacher, Burlington, N. C.
 Noell, Pearl (Prof., 1912)..... Grade Teacher, Clintwood, Va.
 Orndorff, Irene (Prof., 1911)..... Grade Teacher, Buena Vista, Va.
 Otley, Orra Lenora (R. Normal, 1912).....
 Patterson, Maurine (Kgn., 1912)..... Grade Teacher, Grottoes, Va.
 Phaup, Patty Goode (R. Normal, 1914)... Grade Teacher, Vera, Va.
 Procter, Mary Wilma (R. Normal, 1914).. Grade Teacher, Lowmoor, Va.
 Puller, Pattie Leigh (R. Normal, 1913)... Grade Teacher, Richmond, Va.
 Pulliam, Lucy Russell (Kgn., 1912)..... Grade Teacher, Culpeper, Va.
 Reaves, Leone Irene (I. Arts, 1914)..... Ind. Arts Teacher, Turbeville, Va.
 Reid, Emma Idell (Prof., 1913)..... Principal, Marshall, Va.
 Reiter, Alma Lucretia (R. Normal, 1913)... Grade Teacher, Harrisonburg, Va.
 Rhodes, Emma Grace (Prof., 1912)..... Grade Teacher, Pulaski, Va.
 Roane, Richie Avice (Prof., 1914)..... Grade Teacher, Richlands, Va.
 Roller, Sarah Virginia (R. Normal 1912).. Grade Teacher, Winstom-Salem, N. C.
 Rome, Sallie Florence (Prof., 1914)..... Grade Teacher, Lloyds, Va.
 Round, Ruth Althea (Kgn., 1912)..... Student, Columbia University
 Royce, Katherine (Prof. 1911), Mrs. N. G.
 Payne Madison C. H., Va.
 Ruan Carolyn Rebecca (Prof., 1914)..... Governess, Bridgewater, Va.
 Rubush, Margaret Virginia (Prof., 1914).. Grade Teacher, Buena Vista, Va.
 Rucker, Bessie Katherine (Prof., 1912)... Darlington Heights, Va.
 Ruebush, Mary Virginia (Kgn., 1913)..... Primary Teacher, Coeburn, Va.
 Runciman, Olivine Virginia (Kgn., 1913). Kindergarten Teacher, Waynesboro, Va.
 Sadler, Mary Emma (R. Normal, 1912),
 Mrs. E. D. Pollard Antioch, Va.
 Sadler, Vergilia Pendleton (Prof., 1911).. High School Teacher, Antioch, Va.
 Sale, Annie Elizabeth (H. Arts, 1913)..... Teacher of Household Arts, Denbigh, Va.
 Sale, Susan Estaline (Prof., 1914)..... Grade Teacher, Lowmoor, Va.

Saville, Elizabeth Frances (Prof., 1914)...Rural Teacher, Murat, Va.
 Sayers, Carrie Lee (R. Normal, 1913).....Grade Teacher, Narrows, Va.
 Scates, Carrie Lena (I. Arts, 1913).....Teacher, Sandy River, Va.
 Scates, Fannie Hundley (Prof., 1911) Mrs.
 O. HarfieldMartinsville, Va.
 Scoggin, Bessie Wilson (Prof., 1914).....Grade Teacher, Petersburg,
 Va.
 Selby, Katherine Kemp (Prof., 1913).....Grade Teacher, Port Chester,
 N. Y.
 Settle, Mary Beckman (R. Normal, 1913)..First Assistant High School,
 Hume, Va.
 Shapleigh, Beulah Maude (Prof., 1913)..Primary Teacher, Bristol, Va.
 Shepperson, Edmonia Blair (M. Arts, 1912)Supervisor of Manual Arts,
 Richmond, Va.
 Shickel, Elsie Naomi (Prof., 1911; I. Arts,
 1914)Instructor, Daleville College,
 Daleville, Va.
 Shields, Sarah Humphrey, (Prof., 1911; H.
 A., 1912)Domestic Science Teacher,
 Big Stone Gap, Va.
 Silvey, Mary Lewis (R. Normal, 1914)....Grade Teacher, Chatham, Va.
 Simmons, Lillian Lavinia (M. Arts, 1911)·Instructor in Manual Arts,
 State Normal School, East
 Radford, Va.
 Smith, Mary Lancaster (H. Arts, 1914)...Domestic Science Teacher, Y.
 W. C. A., Richmond, Va.
 Sprinkel, Ethel Katherine (Kgn., 1911)...Kindergarten Teacher, Harri-
 sonburg, Va.
 Spitzer, Atha May (Prof., 1914).....Grade Teacher, Broadway, Va.
 Staples, Julia Tapscott (Prof., 1913).....Grade Teacher, North Caro-
 lina.
 Steger, Eva Waugh (Prof., 1914).....Grade Teacher, Castlewood,
 Va.
 Stephens, Mary Duvall (Prof., 1913).....Primary Teacher, Winchester,
 Va.
 Stone, Mary Jordan (Prof., 1914).....Primary Teacher, Charlottes-
 ville, Va.
 Suter, Edith Virginia (Kgn., 1913).....Instructor in Brandon Insti-
 tute, Basic City, Va.
 Tardy, Margaret Virginia (Prof., 1914)...Grade Teacher, Rockbridge
 Co., Va.
 Taylor, Kate Hanger (Prof., 1912).....Primary Teacher, Hampton,
 Va.
 Tench, Annie F., (Prof. 1912).....Grade Teacher, Petersburg,
 Va.
 Thom, Mary Sheldon (Kgn., 1912).....Kindergarten Teacher, Tampa
 Florida
 Thompson, Clara Mae (Prof., 1914).....Grade Teacher, Iron Gate,
 Va.
 Turner, Bessie Sue (Kgn., 1914).....Primary Teacher, Iron Gate,
 Va.
 Via, Ida Belle (R. Normal, 1914).....Grade Teacher, Albemarle,
 Co., Va.
 Ward, Anna Howard (R. Normal, 1913)..High School, Chester, Va.
 Werner, Janie Katherine (Prof., 1913)....Primary Teacher, Waynesboro,
 Va.
 Wescott, Maude Tyson (Prof., 1911).....Primary Teacher, Painter, Va.

White, Willye (K^{gn.}, 1912).....Kindergarten Teacher, Boy-
kins, Va.
Whitsel, Vada (Prof., 1912).....Grade Teacher, Harrisonburg
Va.
Williamson, Janet Adelia (H. Arts, 1914)..Rural Teacher, Driver, Va.
Wilson, Mary Gamble (Ind. Arts, 1913)..Grade Teacher, Clifton Forge,
Va.
Wilson, Mary Inez (H. Arts, 1914).....Domestic Science Teacher,
Guilford College, N. C.
Wine, Helen Bowman (Prof., 1914).....Grade Teacher, Augusta Co.,
Va.
Winfrey, Katy Virginia (Prof., 1912).....Grade Teacher, Waverly, Va.
Wise Annie Thomas (K^{gn.}, 1912).....Primary Teacher, Hampton,
Va.
Yowell, Mary Almira (R. Normal, 1914)..Grade Teacher, Madison Co.,
Va.



A Mountain Climb

MAP OF VIRGINIA

Showing Railroad Connections to Harrisonburg.

Southern, B. & O., and C. W. Railroads direct;
N. & W. via Elkton, and C. & O. via Staunton
and Lexington.

Circles are fifty miles apart, showing distance of
any part of the State from Harrisonburg.

Circles are fifty miles apart, showing distance of any part of the State from Harrisonburg.

INDEX

| | |
|---|----------------------|
| Admission and Classification | 23-27 |
| Alumnæ | 96, 103-104, 123-128 |
| Appointments to Positions | 96 |
| Boarding-places | 27-28 |
| Books | 95 |
| Buildings and Equipment | 13-14 |
| Calendar | 2-3, 18-19 |
| Certificates | 37-39 |
| Correspondence Study Courses | 19-20 |
| Courses of Instruction | 33-37, 40-56 |
| Day Students | 38-39 |
| Departments of Instruction | 57-89 |
| Education | 57-61 |
| English Language and Literature | 61-64 |
| Foreign Languages | 64-65 |
| Geography | 65-66 |
| History and Social Sciences | 66-69 |
| Household Arts | 69-75 |
| Manual Arts | 76-78 |
| Mathematics | 78-81 |
| Music | 81-83 |
| Natural Science | 83-86 |
| Physical Education | 86-87 |
| Rural Arts | 87-89 |
| Diplomas | 37 |
| Entertainments and Excursions | 94 |
| Expenses | 97-99 |
| Extension Work | 19-20 |
| Faculty | 5-9, 17-18 |
| Health of Students | 92-93 |
| Household Arts Courses | 34-36, 48-56 |
| Ideals of the School | 10-12 |
| Industrial Arts Course | 35, 48, 51-54 |
| Kindergarten Training Course | 34, 42-43 |
| Library | 15 |
| Location | 12-13 |
| Part-time Courses | 36-37, 55-56 |
| Preparatory Course | 33, 40-41 |
| Professional Courses | 34, 42-47 |
| Publications | 94-95 |
| Record of Students | 29-30 |
| Register of Students | 105-121 |
| Religious Welfare of Students | 91-92 |
| Rural Schools | 16-17 |
| Scholarships and Aid Funds | 99-102 |
| Selection of Work | 29 |
| Social Welfare of Students | 93-94 |
| Special Features of this School | 90-91 |
| Spring Term | 18 |
| Statistics | 122 |
| Student Government | 20-22 |
| Suggestions to Prospective Students | 30-32 |
| Summer School | 18-19, 105-115 |
| Training School | 15-17 |
| Vocational Courses | 36-37, 56-58 |

THE MCCLURE CO. INC., PRINTERS, STAUNTON, VA.

The following form may be filled out by applicants and forwarded to the President of the school, from whom other blanks may be obtained if desired.

APPLICATION FOR ADMISSION

STATE NORMAL SCHOOL FOR WOMEN

HARRISONBURG, VA.

1. Each applicant will please fill in the following blank in her own handwriting.

2. Upon receipt of this application the President will send the applicant another blank form, upon which it will be requested that the principal or teacher of the school last attended by the applicant shall state the studies pursued and the advancement made in each.

3. After filling in this blank, *mail it in a sealed envelope to*

JULIAN A. BURRUSS, *President,*
HARRISONBURG, VIRGINIA

Date.....191....

1. Name
2. Postoffice
3. County 4. Age.....
5. Name of Parent or Guardian
(if you are not 21 years of age.)
6. Home Address
7. What school did you last attend?
.....
8. What grade have you completed?
(2d, 3d, or 4th year High School)
9. Do you hold a teacher's certificate?..... 10. What grade?.....
11. Have you taught?..... 12. Where?.....
..... 13. How long?

(OVER)

14. When do you expect to enter?.....

15. What course do you expect to take?.....

16. What year of this course do you think you can enter?.....

17. How long do you expect to attend this school?.....

18. Are you in sound health so far as you know?.....

(If not, explain in letter why not.)

19. Do you prefer to be in one of the dormitories?.....

20. If you do not secure a dormitory room, do you prefer to take your meals

at the school or at the home where you room?.....

21. Do you wish to apply for a State Scholarship entitling you to free

tuition?..... 22. If so, is it your intention to teach in the public
schools of Virginia in accordance with the law granting free tuition to

students?

(Sign your name here)